DOCUMENT RESUME

ED 050 298	AA 000 694
TITLE	Educational Development and Research Catalog.
INSTITUTION	Conference for Educational Development , Denver, Colo. Information Office.
PUB DATE	Mar 71
NOTE	397p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$13.16
DESCRIPTORS	*Catalogs, *Educational Research, *Program Descriptions, *Regional Laboratories, *Research and Development Centers
IDENTIFIERS	ESEA, Title IV, Vocational Education Act

ABSTRACT

This catalog contains fact sheets for federally funded research and development projects that are being carried out by 22 of the 23 organizations that co-sponsor the Information Office of the Conference for Educational Development and Research. Nine of the reporting organizations are university-based research and development centers, and 13 are regional educational laboratories. The fact sheet contains an abstract of the project, the name of the principal investigator, the target audience, the completion date of the project, a statement as to purpose and outcome, and a development time-line. The projects are referenced and cross-referenced under 18 selected categories: Organization and Administration, System Approaches, Curriculum - Instruction, Individualized Instruction, Evaluation - Testing, Early Childhood, Reading, Bilingual Education, Disadvantaged, Urban Education, Rural - Isolated, Counseling - Guidance, Vocational Education, Adult Education, Higher Education, Influence Groups, Interpersonal Relations, and Teacher Education. An updated revision of the catalog will be issued in September. (DB)

ED 050 298

EDUCATIONAL
DEVELOPMENT & RESEARCH
CATALOG

A compilation of all the development and research projects underway within thirteen regional educational laboratories and nine university-based research and development centers.

March 1971

AA 000 694

Compiled and Published by
THE INFORMATION OFFICE
for Members of the Conference for Educational Development & Research

E. Joseph Schneider, director
Mary M. Kennedy, assistant to the director

This catalog was specially prepared as public domain material; permission to reproduce any or all of its pages is granted with the provision that appropriate credit be given to the Information Office and the Conference for Educational Development & Research (CEDaR).

INTRODUCTION

The Educational Development & Research Catalog was compiled and published to give educators one source where they could secure specific information about projects within the national conference of regional laboratories and r & d centers. The pages of this catalog, then, contain descriptive explanations of every research & development project being explored by the twenty-two participating institutions. The projects are described to enable the reader to learn exactly what each of the organizations is doing in selected areas; e.g., Early Childhood Education. And the projects are cross-referenced within the catalog. An innovative instructional program, for example, that involves reorganization of the existing school structure will be listed under Curriculum-Instruction and also under Organization and Administration. A Vocational Education project that involves Teacher Education will be cross-referenced under both headings.

The catalog is intended to deliver a capsulized version of each project. Obviously, no one publication is able to describe the full ramifications of all the r & d work being done. This catalog, however, will give the user enough information to enable him to learn exactly what work is being done within the labs and centers; what products or research findings are expected from ongoing work; what products have resulted from completed projects; and who to write to for more information.

PARTICIPATING ORGANIZATIONS

Information about projects within this catalog was collected from the twenty-three organizations that cosponsor the Information Office of the Conference for Educational Development and Research. One of the twenty-three members, the Eastern Regional Institute for Education, Syracuse, N.Y., did not meet the deadline for inclusion in the catalog. However, information about its projects can be obtained by writing directly to the laboratory.

The remaining twenty-two organizations – nine of them university-based research & development centers and thirteen of them regional educational laboratories – supplied information about each of of their projects.

The centers and laboratories are federally funded under provisions of the Cooperative Research Act of 1963, as amended by Title IV of the 1965 ESEA. Two of the centers are funded under the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968.

The first center opened in 1964 and the first laboratory started operations in 1966. Although each of the organizations is independent, they have worked together to advance the r & d effort and to achieve improved utilization of their products. And together they established the Information Office to facilitate the flow of information about their activities to potential users. The office was located in Denver, Colo., in September of 1970. It operates, with the permission of the U.S. Office of Education, to serve its twenty-three host members. The office, like its sponsoring organizations, is a nonprofit agency.

A complete listing of the participating centers and laboratories is on page iii

HOW TO USE THE CATALOG

A glance at the Table of Contents will show that the catalog has been divided into eighteen categories: e.g., Organization and Administration, Curriculum-Instruction, and Teacher Education. The categories were selected to enable the projects to be cross-referenced by various approaches.

A reader, interested in Organization and Administration, can simply flip through that section to acquaint himself with the full extent of work being done by the centers and laboratories in that area. At the end of that section – and each of the eighteen sections. – is a cross-reference page and title listing of other projects filed under different categories that have a relationship to Organization and Administration.

Each page, or "fact sheet," contains an abstract of the project; the name of its principal investigator; the target audience intended to be reached by the project's product; the completion date of the project; and a brief statement as to its purpose or outcome. In addition, each project is placed within a simple development time-line to enable the reader to gauge where the project is in relation to its eventual dissemination stage.

HOW TO RECEIVE INFORMATION

Readers who desire additional information about any of the projects described within the catalog are urged to write directly to the involved organization. In several cases, addresses are enclosed on the fact sheets to enable readers to write directly to publishers for copies of materials.

One word of caution. If the completion date is years away, or if the development time-line indicates the project is only in its early stages, it would be inappropriate and useless to request information from the center or laboratory. This catalog is not a promotional piece; it does not intend to raise expectations among its readers. Several of the projects – most notably those involving basic research – could terminate anytime without a finished product because the research team considered additional work futile.

Other projects, with predetermined completion dates, may develop problems in field testing or revision that could result in an additional year's work.

Consequently, readers are encouraged to observe completion dates and the development time-line. Requests for specific information about the feasibility of adopting an innovation currently at the design stage undoubtedly will be ignored.

On the other hand, all the centers and laboratories welcome inquiries about completed projects or even those projects nearing completion. Generally, it is advisable to write to the Communications Director or to the Public Information Officer rather than the Principal Investigator to receive prompt replies to requests for information or materials.

HOW TO UPDATE THE CATALOG

The very nature of research and development requires that a catalog of projects be updated constantly. Thus, the Information Office will have a revision of its catalog available by September.

This fall each chief state school officer will be given a volume of the first revision to disseminate to his state constituents. Readers are encouraged to send requests for updated catalogs to their chief state school officer.

The Information Office also will distribute copies of the first revision. However, it is anticipated that a charge will be made to offset the costs of printing, binding, and mailing the revised version. Information about the specific charge will be mailed to all who request copies in the fall.

E. Joseph Schneider
Information Office Director

PARTICIPATING ORGANIZATIONS

Appalachia Educational Laboratory, Inc. (AEL)
Director of Product Diffusion
P.O. Box 1348
1031 Quarrier Street
Charleston, West Virginia 25325

Center for the Advanced Study of Educational Administration (CASEA)
Editor's Office
Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Center for Occupational Education
Editor's Office
P.O. Box 5096
Raleigh, North Carolina 27607

Center for Research and Development in Higher Education
Coordinator of Development
1947 Center Street - 3rd Floor
University of California, Berkeley
Berkeley, California 94720

Center for Vocational and Technical Education
Coordinator of Project Utilization and Training
1900 Kenny Road
The Ohio State University
Columbus, Ohio 43210

Center for Social Organization of Schools
Public Relations Director
3505 North Charles Street
The Johns Hopkins University
Baltimore, Maryland 21218

Center for Urban Education (CUE)
Dissemination Director
105 Madison Avenue
New York, New York 10016

Central Midwestern Regional Educational Laboratory, Inc. (CEMREL)
Public Information Officer
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Eastern Regional Institute for Education (ERIE)
Program Dissemination Director
635 James Street
Syracuse, New York 13203

Education Development Center, Inc. (EDC)
Director of Publications
55 Chapel Street
Newton, Massachusetts 02160

Far West Laboratory for Educational Research and Development (FWREL)
Communications Director
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

Learning Research and Development Center (LRDC)
Information Officer
160 North Craig Street
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Mid-continent Regional Educational Laboratory (McREL)
Communications Director
104 East Independence Avenue
Kansas City, Missouri 64106

Northwest Regional Educational Laboratory (NWREL)
Director, Communications and Dissemination Division
500 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Regional Education Laboratory for the Carolinas and Virginia (RELCV)
Director, Public Information Services
Mutual Plaza
Chapel Hill and Duke Streets
Durham, North Carolina 27701

Research for Better Schools, Inc. (RBS)
Director, Public Information
1700 Market Street
Suite 1700
Philadelphia, Pennsylvania 19103

Research and Development Center for Teacher Education
Dissemination Director
Education Annex 3.101
The University of Texas at Austin
Austin, Texas 78712

Southeastern Education Laboratory (SEL)
Information Services
3450 International Boulevard
Suite 221
Atlanta, Georgia 30354

Southwest Educational Development Laboratory (SEDL)
Assistant to the Executive Director for Public Information and Publications Review
800 Brazos Street
Austin, Texas 78701

Southwestern Cooperative Educational Laboratory (SWCEL)
Public Relations Director
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

Stanford Center for Research and Development in Teaching
Coordinator of Publications, Dissemination, and Media
770 Welch Road
Suite 250
Palo Alto, California 94304

Upper Midwest Regional Educational Laboratory (UMREL)
Communications Coordinator
1640 East 78th Street
Minneapolis, Minnesota 55423

Wisconsin Research and Development Center for Cognitive Learning
Information Officer
1404 Regent Street
University of Wisconsin
Madison, Wisconsin 53706

CONTENTS

Organization and Administration	1-54
System Approaches	55-68
Curriculum - Instruction	69-110
Individualized Instruction	111-126
Evaluation - Testing	127-131
Early Childhood	132-154
Reading	155-162
Bilingual Education	163-169
Disadvantaged	170-194
Urban Education	195-200
Rural - Isolated	201-210
Counseling - Guidance	211-227
Vocational Education	228-276
Adult Education	277-280
Higher Education	281-304
Influence Groups	305-308
Interpersonal Relations	309-314
Teacher Education	315-380
INDEX	381-391

Center for the Advanced
Study of Educational
Administration - Oregon

Administrative Structure and Classroom Behavior (macro analysis)

PRINCIPAL INVESTIGATOR:

L. Harmon Zeigler

TARGET AUDIENCE:

School administrators, school board members, educational researchers and developers

COMPLETION DATE:

September 1, 1971

PURPOSE-OUTCOME:

The long-range objective of this program (Control of Instructional Policy) and its three projects is to accumulate reliable information about decision making and influence structures in schools and in school districts and to utilize that information to suggest needed alterations in decision-making structures and processes.

ABSTRACT:

The strategy employed by Program 10 (Control of Instructional Policy) can be understood as consisting of two parts: macro analysis and micro analysis. This project is concerned with the first type of analysis. The theoretical justification for reliance upon two levels of analysis stems from the researchers' desire to generalize about the American educational system while at the same time providing detailed information about the vagaries of the decision-making process.

One of the major aspects of this project is to compare the attitudes of teachers, school board members, superintendents, and the general public on a variety of topics involving public education and local school districts. To do this, the researchers have collected detailed surveys from 83 school districts; from within those districts, the researchers interviewed 492 school board members, 81 district superintendents, and 1,557 members of the general public.

This information will enable the reseachers to learn about decision making and influence structures in schools and in school districts so that they utilize that information to suggest needed alterations in decision-making structures and processes.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for the Advanced
Study of Educational
Administration - Oregon

Administrative Structure and
Classroom Behavior (micro analysis)

PRINCIPAL INVESTIGATOR:

L. Harmon Zeigler

TARGET AUDIENCE:

School administrators, school board members, educational researchers and developers

COMPLETION DATE:

December, 1973

PURPOSE-OUTCOME:

The long-range objective of this program (Control of Instructional Policy) and its three projects is to accumulate reliable information about decision making and influence structures in schools and in school districts and to utilize that information to suggest needed alterations in decision-making structures and processes.

ABSTRACT:

The strategy employed by Program 10 (Control of Instructional Policy) can be understood as consisting of two parts: macro analysis and micro analysis. This project is concerned with the latter type of analysis. The purpose of this project is to continue the investigation started in the first project, Administrative Structure and Classroom Behavior "macro analysis," and to use the case study approach as compared to the survey method employed in the "macro analysis."

The intention of the program is to identify school districts for intensive study on the basis of dimensions developed in the survey. These districts will then be examined in depth by means of participant observation in school board meetings, lengthy interviews with major participants in key decision, and careful examination of documentary accounts, such as minutes of school board meetings.

This information will enable the researchers to learn more about decision making and influence structures in schools and in school districts so that they can utilize that information to suggest needed alterations in decision-making structures and processes.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for the Advanced
Study of Educational
Administration - Oregon

Data-Based Educational Planning and School Governance

PRINCIPAL INVESTIGATOR:

Brent M. Rutherford

TARGET AUDIENCE:

School administrators, school board members, research and development personnel

COMPLETION DATE:

(undetermined)

PURPOSE-OUTCOME:

This project is part of Program 10 (Control of Instructional Policy) that was started by CASEA to learn more about who influences the making of educational decisions, under what circumstances, and in respect to what issues. However, it also is part of Program 50 (Instructional Materials Development Program) in that the project will be investigating the results of a pilot test of the latter program's data-based educational planning system. Thus in addition to providing information about decision making and influence structures, the project will provide data to aid in assessing the results of introducing a data-based planning system into a school district and its effects on the district's community relationships.

ABSTRACT:

This project will be a replication of the Administrative Structure and Classroom Behavior projects. But in addition to providing further information regarding the issues being examined in those projects, it will provide data to aid in assessing the consequences of introducing a data-based planning system into a school district, particularly the effects of such a system on the school district's relationship with its broader community. More specifically, the project will accumulate knowledge about the changes that occur in the governance of a school district, over time, as that district adopts a major administrative innovation.

Thus the project will examine changes that occur among school district personnel such as teachers, administrators, and school board members. In addition, it will examine the changes that occur in the level of interest group activity in the community and the changes that occur in the distribution of influence on decisions among the school boards, the superintendent of schools, interest groups, and teachers.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for the Advanced
Study of Educational
Administration - Oregon

PRINCIPAL INVESTIGATOR:

W.W. Charters, Jr. and
Roland J. Pellegrin

TARGET AUDIENCE:

School administrators, teacher training institutions, and educational researchers and developers

COMPLETION DATE:

December, 1972

PURPOSE - OUTCOME:

This project is part of CASEA's Program 20 (Organizational Implications of Instructional Change) that intends to produce and assemble knowledge regarding the contexts in which specific types of instructional innovation are likely to succeed, the barriers that arise in their initiation and implementation, the solutions that can be devised to overcome those barriers, including alterations in the instructional design, and the consequences of those solutions for the innovation itself, the organization, and its personnel. The program and its projects give principal attention to one pivotal type of innovation, differentiated staffing.

Case Studies of
Differentiated Staff Programs

ABSTRACT:

This project within Program 20 (Organizational Implications of Instructional Change) combines intensive longitudinal investigation in a small number of differentially staffed schools with briefer studies covering the same issues in a greater number of schools. It seeks to provide detailed descriptions of differentiated staffing programs in operation, especially in their early years of implementation, thus filling a void in the educational literature.

Much of the information is intended to be relevant to local decision makers. Thus information will be collected to provide displays of the array of alternative forms assumed by differentiated staffing programs and the peculiar problems and apparent advantages of each.

Data will be taken permitting systematic analysis of a limited number of conceptual issues: 1) the normative constraints on teacher specialization, 2) forms of work interdependence and the time requirements for coordination, 3) problems of status incongruities in the instructional unit, 4) ambiguities of the principal's role and 5) information overload in instructional decision-making.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for the Advanced
Study of Educational
Administration - Oregon

Information Assemblage Regarding
Differentiated Staffing Programs

PRINCIPAL INVESTIGATOR:

(unassigned)

TARGET AUDIENCE:

Local Decision Makers (administrators, school boards, teacher training institutions

COMPLETION DATE:

January, 1972

PURPOSE-OUTCOME:

This project is part of CASEA's Program 20 (Organizational Implications of Instructional Change) that intends to produce and assemble knowledge regarding the contexts in which specific types of instructional innovation are likely to succeed, the barriers that arise in their initiation and implementation, the solutions that can be devised to overcome those barriers, including alterations in the instructional design, and the consequences of those solutions for the innovation itself, the organization, and its personnel. The program and its projects give principal attention to one pivotal type of innovation, differentiated staffing.

ABSTRACT:

This on-going project, to be initiated late in FY 71, is fundamentally different from the remaining investigations being launched in Program 20 (Organizational Implications of Instructional Change). Personnel of this project will have the continuing responsibility for 1) assaying the state of knowledge at any given time, 2) relaying their findings to program personnel in the interests of program and project planning, 3) assembling the outputs of program projects, and 4) doing the initial planning for effective dissemination tactics and devices.

After that initial planning is completed, the project activities will be assumed by Project Inform of Program 50 (Instructional Materials Development Program) for the actual packaging, pretesting, and dissemination of instructional materials.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for the Advanced
Study of Educational
Administration - Oregon

Experience Survey of Differentiated
Staffing Problems

PRINCIPAL INVESTIGATOR:

W.W. Charters, Jr.

TARGET AUDIENCE:

Local Decision Makers
(school administrators,
school board members, etc.)

COMPLETION DATE:

January, 1972

PURPOSE-OUTCOME:

This project is part of CASEA's Program 20 (Organizational Implications of Instructional Change) that intends to produce and assemble knowledge regarding the contexts in which specific types of instructional innovation are likely to succeed, the barriers that arise in their initiation and implementation, the solutions that can be devised to overcome those barriers, including alterations in the instructional design, and the consequences of those solutions for the innovation itself, the organization, and its personnel. The program and its projects give principal attention to one pivotal type of innovation, *differentiated staffing*.

ABSTRACT:

This project within Program 20 (Organizational Implications of Instructional Change) seeks to tap quickly information about the problems and prospects of differentiated staffing currently scattered through the discursive literature or locked in the experiences of knowledgeable school men who have had first-hand encounters with innovative programs. The project is principally geared to the assemblage of decision-relevant information.

Information will be sought with regard to cost, outstanding school and community barriers, implementation strategies and problems, and apparent effects on staff continuity, training and supervision, use of staff expertise, intra-school communication, and the like. This information will be organized as a *problem inventory*.

The decision-relevant information gathered in the project will be used as input to another Program 20 project, *Information Assemblage Regarding Differentiated Staffing Problems*.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for the Advanced
Study of Educational
Administration - Oregon

PRINCIPAL INVESTIGATOR:

James McNamara

TARGET AUDIENCE:

Local Decision Makers, Teacher-Training Institutions, Research and Development Personnel

COMPLETION DATE:

August, 1974

PURPOSE-OUTCOME:

This project is part of CASEA's Program 20 (Organizational Implications of Instructional Change) that intends to produce and assemble knowledge regarding the contexts in which specific types of instructional innovation are likely to succeed, the barriers that arise in their initiation and implementation, the solutions that can be devised to overcome those barriers, including alterations in the instructional design, and the consequences of those solutions for the innovation itself, the organization, and its personnel. The program and its projects give principal attention to one pivotal type of innovation, differentiated staffing.

Organizational Impact of Data-Based Educational Planning

ABSTRACT:

This project within Program 20 (Organizational Implications of Instructional Change) also is vitally concerned with a project within Program 50 (Instructional Materials Development Program), Data-Based Educational Planning System.

The project Organizational Impact of Data-Based Planning, will assess data regarding the effects of such a system on the organization employing it. In addition, such an activity provides an opportunity to develop new knowledge regarding the interface between organizational structure and process and instructional-curricular programs.

Thus the objectives of the project are to accumulate information about the nature and direction of changes that occur in selected organizational factors when a data-based planning system is introduced and employed. The project also will identify and report administrative and interpersonal problems that arise as the implementation proceeds.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for the Advanced
Study of Educational
Administration - Oregon

Self-Renewal in a School District

PRINCIPAL INVESTIGATOR:

Richard A. Schmuck
Philip J. Runkel

TARGET AUDIENCE:

School district staffs

COMPLETION DATE:

1970-1973

PURPOSE-OUTCOME:

This project is part of Program 30 (Strategies of Organizational Change) that has as a long-range objective to devise organizational processes that will enable personnel in schools and school districts to choose innovations appropriately, put them into operation smoothly, and stabilize them productively. In particular, the program will test whether a particular kind of training--laboratory training for organizational development--can produce the self-renewing capacity in a general form in schools and school districts as well as in particular forms for coping with particular innovations such as differentiated staffing.

ABSTRACT:

Each research project within Program 30 (Strategies of Organizational Change) constitutes a test of the effects of laboratory training for organizational development in some particular setting. The training will seek to move the school organization in the direction of skill in general adaptability or self-renewal. This project is one in which the researchers sought to establish the general ability of self-renewal.

This project is nearing completion. Anticipated reports from the project are: 1) a report of the method of training a cadre of consultants for one school district and an account of their early achievements; 2) a report on differentiated responses of members of a district to being trained as organizational consultants; 3) a description of interventions with central departments in a district and comparison of results with non-CASEA projects; and 4) an over-all report on the project, including comparisons with other projects in and out of CASEA.

In addition, the project has produced a sequence of training now being used in the "cadre" phase of Program 30's next project, Improving Organizational Processes in Unitized Schools, in the differentiated staffing. It also influenced the design for the full-OD phase of the project.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Center for the Advanced
Study of Educational
Administration - Oregon

PRINCIPAL INVESTIGATOR:

Richard A. Schmuck
Philip J. Runkel
C. Brooklyn Derr

TARGET AUDIENCE:

School district staffs,
Researchers and developers

COMPLETION DATE:

September, 1973

PURPOSE-OUTCOME:

This project is part of Program 30 (Strategies of Organizational Change) that has as a long-range objective to devise organizational processes that will enable personnel in schools and school districts to choose innovations appropriately, put them into operation smoothly, and stabilize them productively. In particular, the program will test whether a particular kind of training--laboratory training for organizational development--can produce the self-renewing capacity in a general form in schools and school districts as well as in particular forms for coping with particular innovations such as differentiated staffing.

Improving Organizational Processes In Unitized Schools

ABSTRACT:

This project within Program 30 (Strategies of Organizational Change) is designed to test the applicability of laboratory training for organizational development to schools that wish to convert their organization from the traditional form to that of the multiunit form that incorporates differentiated staffing. The intention is to test whether schools that undergo laboratory training for OD take on the new forms more rapidly, more efficiently, and with more desirable outcomes than schools without the training. In two schools the researchers will conduct OD training with the entire faculty; in four schools the researchers shall train only the leadership group; in two schools no training will occur. The researchers then will compare the course of conversion to the unitized structure among these three groups of schools and they shall compare organizational processes in all of them with processes in two schools that do not try to adopt the unitized structure. In a later stage of the project the researchers will study schools in which only the principal receives training.

The project will help the continuing refinement of exercises, procedures, and techniques being developed by Program 30. In particular, it will teach the researchers further lessons about making cadres effective.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for the Advanced
Study of Educational
Administration - Oregon

PRINCIPAL INVESTIGATOR:

Philip J. Runkel
Richard A. Schmuck
C. Brooklyn Derr

TARGET AUDIENCE:

School district staffs,
Researchers and developers

COMPLETION DATE:

February, 1974

PURPOSE-OUTCOME:

This project is part of Program 30 (Strategies of Organizational Change) that has as a long-range objective to devise organizational processes that will enable personnel in schools and school districts to choose innovations appropriately, put them into operation smoothly, and stabilize them productively. In particular, the program will test whether a particular kind of training--laboratory training for organizational development--can produce the self-renewing capacity in a general form in schools and school districts as well as in particular forms for coping with particular innovations such as differentiated staffing.

Establishing Cadres of Organizational Specialists in School Districts

ABSTRACT:

This project within Program 30 (Strategies of Organizational Change) will test whether cadres for organizational development similar to the subsystem of Communication Consultants trained in Project Self-Renewal in a School District can be set in motion without the preliminary work included in the earlier project. The cadre project, now in the planning stage, also will test the usefulness of some self-training materials developed by the Northwest Regional Educational Laboratory in Portland, Oregon.

Through this project, the CASEA researchers seek to produce increased frequency of self-renewing behavior in the five or six districts of the project. In brief, the work of training in the cadre project can be considered an installment of the training that will take place in later projects that will produce new behavior in dozens of districts in many parts of the country. Thus this project will be the first in a series of projects deliberately designed to produce a social structure for disseminating the norms--the patterned and shared behavior--of self-renewal in schools and school districts.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for the Advanced
Study of Educational
Administration - Oregon

Advanced Educational Planning

PRINCIPAL INVESTIGATOR:

James McNamara
Brent M. Rutherford

TARGET AUDIENCE:

School administrators,
Reseachers and developers

COMPLETION DATE:

December, 1972

PURPOSE-OUTCOME:

This project is the first within Program 40 (Procedures for System Planning). The program's objective is to develop analytical schemes and planning techniques that are especially suited to the management of instructional programs and to the planning for instructional change. Thus the program intends to identify and classify those types of decisions having quantitative implications, to describe mathematical planning techniques that will illustrate for decision makers the organizational consequences and explicit quantitative relationships that result from their decisions, and to adapt those techniques for use in instructional plannin

ABSTRACT:

Each project with Program 40 (Procedures for System Planning) will be designed to develop a product which includes a clear specification of the educational problem being attacked, instructions for formulating the problem in a solvable format, a description of the technique used to solve the problem, instructions regarding the use of the technique for solving other similar problems, and where appropriate, the computer software to support the technique. Also, in each case the program personnel will work to help put the final product into an instructional format.

The initial phase of this project is designed to explore carefully the successful application of mathematical programming to planning problems, and to produce generalized models for utilizing this technique in a wide variety of situations.

The specific objectives for FY 71 are to: 1) synthesize the information necessary for teaching mathematical programming as a technique for generating data needed in planning the solution to educational problems; 2) develop a prototype set of instructional materials for teaching school personnel to understand mathematical programming and its application; 3) identify the one significant generic-type educational problem which best "fits" the selection criteria of "feasibility" and "impact" as defined by the researchers; and 4) develop a general model for applying the mathematical programming technique in the solution of the generic-type identified.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for the Advanced
Study of Educational
Administration - Oregon

Data-Based Educational Planning Systems

PRINCIPAL INVESTIGATOR:

Terry L. Eidell
John M. Nagle

TARGET AUDIENCE:

School Administrators, Teacher-Training Institutions

COMPLETION DATE:

July, 1972

PURPOSE-OUTCOME:

The general objective of Program 50 (Instructional Materials Development Program) is to produce, test, and disseminate integrated sets of instructional materials that will provide school personnel with the knowledge and skills needed to solve specific organizational and administrative problems associated with instructional change.

The specific objective of this project (Data-Based Educational Planning Systems) is the development of instructional materials designed to facilitate the implementation of the emerging technology of planning in schools.

ABSTRACT:

In the past year this project of Program 50 (Instructional Materials Development Program) has synthesized the body of knowledge relating to the component activities of Planning-Programming-Budgeting Systems; and it has incorporated this knowledge into an instructional package that will prepare school administrators to design, adopt, and operate PPB systems in their school districts.

During the next fiscal year three related but different DEPS instructional packages will be defined and developed for separate use with chief school administrators, with entire school districts, and with consultants who will coordinate subsequent workshops and who will assist interested school districts in the actual implementation of DEPS.

Also, the researchers will test the completed DEPS instructional package in an actual school district to test both the effectiveness of the materials developed and the effects of the planning system implemented.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Center for the Advanced
Study of Educational
Administration - Oregon

PRINCIPAL INVESTIGATOR:

John M. Nagle

TARGET AUDIENCE:

School-staff groups

COMPLETION DATE:

December, 1971

PURPOSE-OUTCOME:

The general objective of Program 50 (Instructional Materials Development Program) is to produce, test, and disseminate integrated sets of instructional materials that will provide school personnel with the knowledge and skills needed to solve specific organizational and administrative problems associated with instructional change.

The specific objective of this project (Group Problem-Solving Processes) is to develop instructional materials to enhance group problem solving and group decision making in schools.

Group Problem-Solving Processes

ABSTRACT:

This project, one of three underway within Program 50 (Instructional Materials Development Program), intends to 1) derive from the literature and research on group processes and problem solving a repertoire of tested techniques that can be translated into packages of instructional materials for use with intact school-staff groups to improve their skills in solving convening and emergent problems; 2) actually produce these packages of instructional materials; and 3) develop a program for training consultants who can use the instructional materials with intact groups in school settings.

By the end of FY 71 both an instructional package and a consultant's manual on organizational and group problem-solving will have been developed, tested in a variety of settings published, and disseminated; a series of "awareness" and "consultant training" workshops will have been organized and conducted; and the first data about the effects of the materials on the field will have been generated, collected, and evaluated.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Center for the Advanced
Study of Educational
Administration - Oregon

PRINCIPAL INVESTIGATOR:

Fran Thiemann

TARGET AUDIENCE:

School staff members

COMPLETION DATE:

December, 1971

PURPOSE-OUTCOME:

The general objective of Program 50 (Instructional Materials Development Program) is to produce, test, and disseminate integrated sets of instructional materials that will provide school personnel with the knowledge and skills needed to solve specific organizational and administrative problems associated with instructional change.

The specific objective of this project is to identify and develop instructional materials to attack emerging problems in the field, problems that are susceptible to short-term resolution. This project will produce single-concept instructional packages to be used by school personnel in short-term self-instructional settings.

Project Inform

ABSTRACT:

Unlike the other projects in Program 50 (Instructional Materials Development Program) that focus on broad multiconcept areas, this project has the complementary objective of isolating specific concepts and skills in a number of areas related to organizational and administrative behavior and of developing instructional packets related to those concepts and skills. Each packet will be directed to a single concept or skill and may be used independently of other packets in the same general area. Thus, for example, under the more inclusive term of communication, tacit bargaining, and group interaction, the following specific packets are proposed: (packet one) one-way and two-way communication; (packet two) bypass communication; (packet three) information overload; (packet four) modified Schelling's game; (packet five) resource allocation and acquisition game; (packet six) group problem-identification techniques; and (packet seven) group problem-solving through Charrette and Delphi techniques.

These packets will all take the form of either games or puzzles. The "play form" of games and puzzles has been adopted because of its intrinsic interest to participants and because these "play forms" provide viable vehicles for transferring concepts and skills, especially when these must be communicated without face-to-face interaction between teacher and learners.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Student Participation in Decision-Making Processes in Secondary Schools

PRINCIPAL INVESTIGATOR:

James M. McPartland

TARGET AUDIENCE:

Educators, administrators, (concerned with junior-senior high schools)

COMPLETION DATE:

September 1971

PURPOSE-OUTCOME:

This project, a part of the School Organization Program, will produce new organizational forms for junior-senior high schools, incorporating student participation in decision making.

ABSTRACT:

The goal of this project is to investigate the effects of different kinds of student involvement in school decision making. Preliminary analyses have been completed, and reports will be ready by December 1970.

During 1971, the project staff will 1) collect a second wave of survey data from the twelfth grade students to permit an analysis of change; 2) prepare a chapter of "Organization for Learning" showing how the authority and decision-making structure of schools is related to other organizational properties, to school climate, and to student outcomes; and 3) design new organizational forms for high schools by using the research findings about student participation and choice.

To accomplish (3), arrangements have been made with Baltimore City Public School official to have experienced school administrators join Center staff for a few months to help work out a practical plan which will incorporate new forms of student participation and choice to be used in new high schools which will open in Baltimore next year.

Empirical studies will be completed in December 1970, the revised theory outlined in February 1971, and new organizational forms completed by September 1971.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Social Organization of Schools (Johns Hopkins)

Reward Systems in the Classroom

PRINCIPAL INVESTIGATOR:

D. DeVries
J. Fennessey

TARGET AUDIENCE:

Educators, administrators (concerned with junior-senior high schools)

COMPLETION DATE:

September 1972

PURPOSE-OUTCOME:

This project, a part of the School Organization Program, was designed to develop and implement new organizational forms incorporating new reward systems.

ABSTRACT:

Small scale studies are being planned to investigate three or four aspects of classroom reward systems. Only tentative outlines can be presented at this time. The four tentative studies are: 1) Census of Classroom Rewards, 2) Experiments with the Source of Academic Evaluations, 3) Experiments with the Reference Point from which Academic Grades are Calculated, and 4) Experiments with other Concrete Rewards Besides Grades for Academic Achievement.

A large portion of the early effort in this project will involve library research, writing theoretical working papers, and planning new empirical studies.

Hypotheses will be developed through February 1971 and the empirical studies will be completed in September 1971. Revised theories and the development of new forms is scheduled for completion September 1972.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Structure of Competition and Cooperation

PRINCIPAL INVESTIGATOR:

J. Fennessey
D. DeVries

TARGET AUDIENCE:

Educators, administrators (concerned with junior-senior high schools)

COMPLETION DATE:

September 1972

PURPOSE-OUTCOME:

This project, a part of the School Organization Program, was designed to develop new organizational forms for junior-senior high schools, incorporating new structures of competition-cooperation.

ABSTRACT:

A small scale study is planned in which grades will be assigned to groups rather than individuals, and competition will be between groups (e.g., rows in a classroom, classes in a school). The goal is to learn how the structure of competition affects peer group norms concerning academic effort, learning accomplished by students, amount of cooperation between students, and development of student skills in leadership and interpersonal relations.

A review of small-group literature in this area has been completed. Planning of this study will continue, focusing on the most important theoretical issues involving the structure of competition.

Hypotheses will be developed through February 1971 and the empirical studies will be completed by September 1971. Revised theories and the development of new forms are scheduled for completion for September 1972.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

The Grouping and Differentiation of Students

PRINCIPAL INVESTIGATOR:

A. Sørensen

TARGET AUDIENCE:

Educators, administrators (concerned with junior-senior high schools)

COMPLETION DATE:

September 1973

PURPOSE-OUTCOME:

This project, a part of the School Organization Program, was designed to develop new organizational forms for junior-senior high schools.

ABSTRACT:

This project is based in part on previous Center work: a paper which reviewed studies of tracking and ability grouping and their deficiencies for constructing models and theories (Sørensen 1970), and the studies conducted at the Center of effects of school desegregation (McPartland 1968,1969). Empirical studies deriving from this work will be designed.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Between and Within School Studies of Normative Environments

PRINCIPAL INVESTIGATOR:

E. McDill

TARGET AUDIENCE:

Educators, administrators (concerned with junior-senior high schools)

COMPLETION DATE:

January 1972: Empirical studies completed

PURPOSE-OUTCOME:

This project, a part of the School Organization Program, will aid in the development of new organizational forms for junior-senior high schools.

ABSTRACT:

Survey data exist from a national sample of 20 high schools conducted earlier by a member of this program to investigate the sources and effects of school climates (McDill, et al., 1969). Further work is planned, which will in part investigate differences within schools in normative environments affecting student behavior and attitudes.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Social Organization of Schools (Johns Hopkins)

Classroom Applications of Research in Expectation Theory

PRINCIPAL INVESTIGATOR:

D. Entwisle
M. Webster

TARGET AUDIENCE:

Educators

COMPLETION DATE:

PURPOSE–OUTCOME:

This project, a part of the School Organization Program, was designed to develop new organizational forms for schools, incorporating expectation theory.

ABSTRACT:

This project investigates teacher-student relationships within the context of "expectation theory"--a theory of how expectations of particular individuals can influence the attitudes and behaviors of others. Research is proceeding in both the laboratory and the classroom.

Laboratory work includes conducting two experiments and conceptual work to extend the formal propositions and range of application of expectation theory. The first experiment will build on the results of previous self-evaluation and stability and change experiments. The second experiment will study how individuals combine knowledge of two or more characteristics to reach an expectation state.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Far West Laboratory
For Educational Research
& Development

ALERT:
Alternatives for Learning Through
Educational Research and Technology

PRINCIPAL INVESTIGATOR:

C.L. Hutchins

TARGET AUDIENCE: School decision makers reviewing new programmatic alternatives available from R&D efforts

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This program was designed to: 1) increase user awareness of R&D products usable in local schools; 2) increase user knowledge, understanding, and application of these R&D products, associated trends, and evaluation criteria; 3) move users from a state of no knowledge--no confidence, to decisions to adopt/reject/adopt these products with confidence; 4) increase the number of professional educators, school officials, community representatives, and students in decision making; 5) develop an exportable technology for meeting the above four goals; 6) increase general knowledge and understanding of the educational decision making/information processes practiced by America's schools.

ABSTRACT:

The ALERT program seeks to broaden the definition of a "decision maker" to include teachers, students, parents, and community spokesmen.

To achieve its goals, ALERT has adopted two development strategies. First is preparation, field trial, and revision of multimedia, multilevel, mailable materials that inform target users about new, well developed curricula and improve other methods of reviewing these programs. A second, long-range strategy is to define and develop the technology necessary to produce packaged information of the kind mentioned above so that other agents (than the Far West Laboratory) can continue the work. The Laboratory does not seek to operate the system over the long term.

In preparing to implement these two strategies, we have translated the goals of ALERT into detailed performance specifications and have defined evaluation and dissemination plans. Development and testing will take place over several years in a set of successively recycled invention, production, evaluation, and revision stages.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Far West Laboratory
for Educational
Research & Development

Instructional Planning Training Package:
Unit 1--Problem Analysis Training Unit

PRINCIPAL INVESTIGATOR:

Joyce P. Gall

TARGET AUDIENCE: middle management school personnel --those involved in long-range, district-wide instructional planning

COMPLETION DATE:

November 1971

PURPOSE-OUTCOME:

This project is designed to produce a self-contained training package made up of flexible units, for use in inservice and preservice training of school personnel.

The three units of this package cover basic-level planning skills, that is, the units do not require a high level of entry skill or knowledge and the skills emphasized are useful to various types of instructional planners.

ABSTRACT:

Unit 1, Problem Analysis, is designed to increase trainees': 1) skill in identifying instructional problems, 2) skill in defining student outcome problems, 3) skill in planning to collect information to analyze student outcome problems, and 4) skill in determining the validity and seriousness of student outcome problems.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Far West Laboratory
for Educational Research
and Development

Instructional Planning Training Package:
Unit 2--Goal Setting Training Unit

PRINCIPAL INVESTIGATOR:

Wayne E. Rosenoff

TARGET AUDIENCE: middle management school personnel --those involved in long-range, district-wide instructional planning

COMPLETION DATE:

November 1971

PURPOSE-OUTCOME:

This project is designed to produce a self-contained training package made up of flexible units, for use in inservice and preservice training of school personnel.

The three units of this package cover basic-level planning skills, that is, the units do not require a high level of entry skill or knowledge and the skills emphasized are useful to various types of instructional planners.

ABSTRACT:

Unit 2, Goal Setting, is designed to increase trainees': 1) skill in defining terms related to goal setting; 2) skill in specifying criteria used to formulate a district goal statement; 3) skill in specifying goals and goal indicators relevant to solving valid problems; 4) skill in developing plans to obtain consensus from school-relevant groups on goals and goal indicators; 5) skill in analyzing the available resources and constraints relevant to solving valid problems; and 6) skill in prioritizing goals and goal indicators relevant to solving valid problems.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Far West Laboratory
for Educational Research
and Development

Instructional Planning Training Package:
Unit 3--Objectives and Evaluation
Training Unit

PRINCIPAL INVESTIGATOR:

Charles L. Jenks

TARGET AUDIENCE: middle management school personnel --those involved in long-range, district-wide instructional planning

COMPLETION DATE:

November 1971

PURPOSE-OUTCOME:

This project is designed to produce a self-contained training package made up of flexible units, for use in inservice and preservice training of school personnel.

The three units of this package cover basic-level planning skills, that is, the units do not require a high level of entry skill or knowledge and the skills emphasized are useful to various types of instructional planners.

ABSTRACT:

Unit 3, Objectives and Evaluation, is designed to increase trainees': 1) knowledge concerning the appropriate use of program objectives; 2) skills in developing an adequate set of program objectives; 3) skills in designing a plan by which a set of program objectives that are satisfactory to school relevant groups can be developed; 4) knowledge about evaluation approaches and purposes; 5) skills judging adequacy of evaluation procedures and techniques; and 6) skills in designing an adequate evaluation plan.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Far West Laboratory
for Educational Research
and Development

Training Package:
"Instructional Programming"

PRINCIPAL INVESTIGATOR:

Charles L. Jenks

TARGET AUDIENCE: middle management school personnel --those involved in long-range, district-wide instructional planning

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This project is designed to produce a self-contained training package made up of flexible units, for use in inservice and preservice training of school personnel.

ABSTRACT:

These units will focus on skills which will assist school personnel to analyze alternative curricular programs, select appropriate programs, and develop a plan for implementation of the selected programs.

This package is designed to follow the training units of the Instructional Planning Training Package that are described elsewhere.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Far West Laboratory
for Educational Research
and Development

Instructional Management Training Package

PRINCIPAL INVESTIGATOR:

Charles L. Jenks

TARGET AUDIENCE: middle management school personnel --those involved in long-range, district-wide instructional planning

COMPLETION DATE:

1973

PURPOSE-OUTCOME:

This project is designed to produce a self-contained training package made up of flexible units, for use in inservice and preservice training of school personnel.

ABSTRACT:

This unit will focus on the skills of monitoring implemented programs and collecting and interpreting data for the purpose of introducing change or adjustments to the implemented programs where necessary.

This package is designed to follow the training units of the Instructional Planning Training Package that are described elsewhere.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Learning Research and
Development Center
(Pittsburgh)

PRINCIPAL INVESTIGATOR:

Omar Moore

TARGET AUDIENCE: Social psychologists; preschoolers, elementary and high school students from socially deprived circumstances

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project was designed to develop and test formal systems which will be useful in formulating a theory of human problem solving and social interaction with direct practical applications, and also to design equipment and facilities and conduct empirical investigations to facilitate testing of the theory and for educational applications.

Clarifying Environments

ABSTRACT:

Several systems of mathematical logic formulated in this project have proved helpful as abstract "blueprints" which, when superimposed on one another, provide guidance in designing learning environments, e.g., a mobile clarifying environments laboratory and three laboratories in elementary schools. The laboratories are being used to demonstrate further that youngsters from even the most socially deprived circumstances can meet the standards of learning and achievement which the project previously demonstrated in the context of upper middle-class white schools.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Learning Research and
Development Center
(Pittsburgh)

Classroom Management

PRINCIPAL INVESTIGATOR:

Larry Reynolds

TARGET AUDIENCE:

LRDC curriculum development staffs

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project will develop and implement management systems for the individualized classroom setting.

ABSTRACT:

This project develops classroom management procedures and, in most cases, associated teacher training programs for use in implementing various LRDC-developed curricula. The project focuses on all dimensions of an individualized instructional system. Particular attention, however, is paid to reinforcement variables as they control student behavior, and to the role of the teacher.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Learning Research and
Development Center
(Pittsburgh)

Training for Educational R & D

PRINCIPAL INVESTIGATOR:

Glen Heathers
John O. Bolvin

TARGET AUDIENCE:

R & D personnel in education

COMPLETION DATE:

Current grant: December 1971
Anticipated continuation grants: 1974

PURPOSE - OUTCOME:

This project will develop, implement, and evaluate new training programs for educational R & D personnel.

ABSTRACT:

During 1971, four training programs will be developed and placed in operation. Two will offer training to develop curricula. One of these is a short-term program of training to build curriculum units, while the other is a long-term program providing training in the full course of curriculum development including pilot testing. The other two programs offer short-term training to design local instructional change programs and long-term training covering both the design and the conduct of such change programs. Each program will be conducted on an individualized basis and will consist of course work, labs, and an internship. Trainees will be drawn from various disciplines. Training will emphasize action on critical problems of education such as reading, education of minority groups, and school-community relations.

A consortium of 15 organizations participated in the design phase of this project and is continuing into the operational phase. In the consortium, in addition to LRDC and the University of Pittsburgh, are the Pennsylvania State Department of Education; Research for Better Schools, Inc.; Carnegie-Mellon and Columbia universities; four public school systems including Philadelphia and Pittsburgh; a county education office; WQED-TV--an educational television station; two private R&D agencies--the American Institutes for Research and Applied Science Associates; and the McGraw-Hill Book Company.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X	X	X	X		

Mid-continent Regional
Educational Laboratory

School Organization and Administration

PRINCIPAL INVESTIGATOR:

Raymond C. Manion

TARGET AUDIENCE:

State departments of education

COMPLETION DATE:

June 30, 1973

PURPOSE-OUTCOME:

This program will develop a series of packaged materials in the area of organization and administration available for use by school systems and other state education agencies.

The program design is to assist and implement procedures for continuously assessing needs within a state department of education. A major objective of the project is the generalization of procedures and materials which can be packaged and transported to other states.

ABSTRACT:

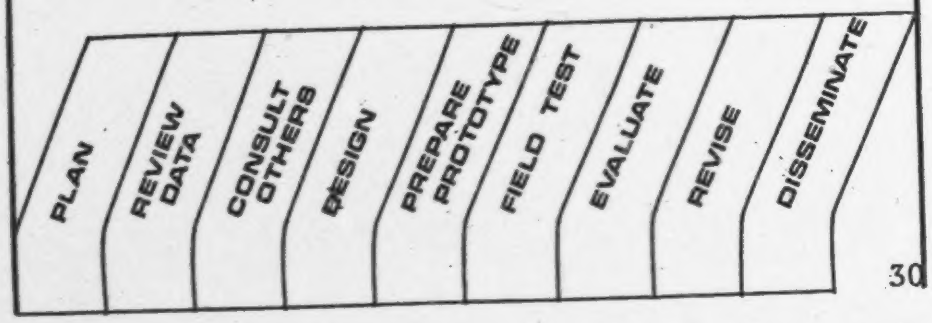
School Organization and Administration is a three-year program designed to unify all the state education agencies under the jurisdiction of the State Board of Education on a management-by-objectives and program budget basis. This program is being developed in the Kansas State Department of Education.

A Planning, Research, and Evaluation Component will be established capable of assessing educational needs of the state, priorities of action, strategies, coordinating programs, and activities, then evaluating and reporting program effectiveness.

A computerized information system will be designed to process and store the varieties of information treated by the State Department of Education. The objective is to increase knowledge about school staff, standardize and simplify personnel data collection procedures, and define and interpret specific data needed by local, state, and national agencies about sites, buildings, and equipment.

In addition, a management information system will be designed to input, process, and output cost, schedule, and performance information combined with a survey of electronic data processing equipment needs for implementing the information system.

A nucleus staff of State Department of Education staff and local agency personnel will be formed to teach research management techniques.



Northwest Regional
Educational Laboratory

Preparing Education
Training Consultants

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

School personnel

COMPLETION DATE:

Skills Training--1971;
Consultation Skills--1972;
Organizational Development
Skills--1973

PURPOSE-OUTCOME:

The immediate condition to be affected by this activity, a part of the Improving Teacher Competencies Program, is an expansion of the capabilities of school personnel to assess, adapt, and implement curricular and organizational innovations.

The ultimate impact will be increased innovativeness of schools, as indicated by increased inservice training, added effort in adapting and implementing curricular innovations and more role and structural changes.

ABSTRACT:

The Laboratory is developing a series of three low cost, mass diffusable instructional programs to increase the skills of school personnel for: 1) diagnosing local training needs, 2) using prepared instructional systems, 3) designing skills training for specific local needs, 4) assessing training outcomes, 5) involving the district in locally prescribed programs of manpower development, and 6) relating the district to external resources.

The first instructional system focuses on Skills Training, and involves a five-day workshop followed by a supervised experience of practicing skills by conducting a workshop for others.

The second system emphasizes Consultation Skills and is conducted as a ten-day workshop where trainees practice their diagnostic and intervention skills in a school or other agency.

The third system emphasizes Organizational Development Skills and is conducted as a series of 5 two-day workshops over several months. Between workshop sessions, the trainee conducts a real organizational development project in his own school.

Materials in each instructional system include a user's guide presenting an overview of the system, guidelines for using the materials, results which testing indicates can be expected, detailed instructions for conducting the training sessions, resource material for the instructor and participant materials.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X**		X*		X	

X--Skills Training
X*--Consultation Skills
X**--Organizational Development Skills

Research for
Better Schools, Inc.

Problem Solving Guide

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

School administrators in local school districts

COMPLETION DATE:

Field Development Cycle completed by 1975

PURPOSE-OUTCOME:

The purpose of this program is to design and publish a guide to differentially suggest ways to proceed in solving the organizational problems of local school districts. Implementation and installation of the guide will occur in selected school districts.

ABSTRACT:

The current concept of the Problem Solving Guide is being revised to incorporate those variables and their inter-relationships which would allow for application in a full range of problem-solving situations. A prototype of the guide based on this revision will be developed and tested in selected school districts.

The resulting guide, with supporting training materials, will describe a process for solving school district problems from need identification to solution installation which is differentially applicable to diverse problem-solving styles and situations.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Research for
Better Schools, Inc.

Change Manuals

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:
School administrators

COMPLETION DATE: 1970-1977 are the projected completion dates. Manuals are in varying stages of conceptualization.

PURPOSE-OUTCOME:

This project was designed to produce manuals which describe and instruct in the process of administering for change, and which show how local school districts can be studied and reorganized to facilitate and support change, how they can plan for and plan change, and how they can manage change.

ABSTRACT:

The predevelopment cycle was entered for seven change manuals in FY 70. Through its field involvements, especially the indepth experience with Harrisburg, the Administering for Change Program (ACP) was able to identify seven areas where a change manual is needed and could be produced by ACP: Community Involvement, Comprehensive Planning, Adaptive Management, Role Restructuring, Structure/Problem/Survival, Management and Evaluation of Federal and Other Projects, and Commitment to Change. ACP will continue to draw data from field involvements and relate it to ACP's knowledge base as a process toward objectifying and abstracting data for the change manuals.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Research for
Better Schools, Inc.

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

School administrators in local districts

COMPLETION DATE:

By 1975, preparation for wide scale field operations is expected.

PURPOSE-OUTCOME:

This program was developed to construct a theory which explains change capability in local school districts, to develop instrumentation for measuring change capability in local school districts, and to prescribe strategies for increasing the existing change capability of local school districts.

Change Continuum Theory

ABSTRACT:

An investigation of the concept of change capability demonstrated that the concept of change has not been directly studied, that there are empirical variables related to change capability, and that there is a need for helping school districts to heighten their existing change capability. Empirical data about characteristics of innovative and non-innovative school districts have been analyzed, and it was determined that it is feasible to construct a stability theory, empirically test its hypothesis, and derive implications and strategies for alternative school district change profiles. All of this was determined on a conceptual level.

It is felt that an even firmer conceptual grasp of change capability is necessary before an approach to the development of instrumentation for measuring change capability is selected.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Research for
Better Schools, Inc.

Observations and Analysis of the Literature on Change

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

ACP staff, university professors, and other research & development personnel

COMPLETION DATE:

Continuous updating of information and annual review of information obtained

PURPOSE-OUTCOME:

This program was designed to maintain familiarity with and determine the usefulness of theories, underlying concepts, and structures of change.

ABSTRACT:

The search, retrieval, and analysis of the literature on change have made the Administering for Change Program (ACP) aware of alternative recommended approaches to administering for change and have provided a knowledge base for evaluating the program's accomplishments. Through this activity, ACP has been able to base and relate its developmental efforts to the best available information and to share some of its insights with others.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR:

Research for Better Schools, Inc.

TARGET AUDIENCE:

Research & development personnel interested in educational change

COMPLETION DATE:

Continuous updating and annual review of information obtained

PURPOSE-OUTCOME:

This program was designed to maintain familiarity with and determine the usefulness of theories, underlying concepts, and structures of change.

Annotated Bibliography of the Literature on Change

ABSTRACT:

The search, retrieval, and analysis of the literature on change have made the Administering for Change Program (ACP) aware of alternative recommended approaches to administering for change and have provided a knowledge base for evaluating the program's accomplishments. Through this activity, ACP has been able to base and relate its developmental efforts to the best available information and to share some if its insights with others.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Research for
Better Schools, Inc.

Cost-Effectiveness Manual

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

School administrators and educational planners

COMPLETION DATE:

1974

PURPOSE-OUTCOME:

This program was developed to provide a resource document capable of training school administrators to understand the use of effectiveness and cost information in their schools and to design, develop, and apply effectiveness and cost information in their schools.

ABSTRACT:

The cost-effectiveness manual will present school administrators and educational planners with strategies for designing future instructional programs as well as evaluating existing ones by cost-effectiveness criteria. The manual will address itself to problem-solving and decision-making on specific programs in the more immediate time frame. The intermediate and lang range planning and decision-making complements this effort and is presented as the comprehensive planning component. The result of FY 70 accomplishments was a plan for the construction of the manual. The plan includes a general overview, a specific rationale for each section of the manual, a bibliography, and criteria against which the manual's progress can be judged as it goes through further developmental stages.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Research for
Better Schools , Inc.

Cost-Effectiveness Applications to
Educational Technology

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

School administrators
and principals

COMPLETION DATE:

1974

PURPOSE-OUTCOME:

This program was designed to develop a supplement to the cost-effectiveness methods manual directed to the assessment and evaluation of educational technology.

ABSTRACT:

A need for information and techniques for designing and implementing educational technology in public schools has been documented, with particular attention given to developing cost-effectiveness measures for choosing alternative instructional systems which rely on a mix of traditional methods.

Guidelines will be published for the assessment and evaluation of educational technology as a result of data gathered from the literature and from field involvement.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Research for
Better Schools, Inc.

Project Management Training Materials

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

School administrators and school district project managers

COMPLETION DATE:

June 30, 1971

PURPOSE-OUTCOME:

This project was designed to develop self-instructional material for administrators and school district project managers which will provide them with the techniques of an educational project management system. This will enable management of projects on time and within allocated resources.

ABSTRACT:

The need for more effective project management materials was documented by the Administering for Change Program (ACP) in its evaluation of nine project management seminars conducted for ten urban school districts by a national management consulting firm which was contracted by ACP. A joint working agreement was then entered into between ACP and Ohio State University for the design and construction of these materials. The expected product of this effort will be self-instructional training materials featuring simulation exercises as an integral part of the training.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Research for
Better Schools, Inc.

Annotated Bibliography and
Evaluation of Comprehensive Planning

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Those interested in methods for system-wide planning

COMPLETION DATE:

Report completed
October, 1970

PURPOSE-OUTCOME:

This project was developed to provide information to those interested in system-wide planning and in the state of the art of methods for system-wide planning.

ABSTRACT:

The result of a thorough search of the literature on planning for systems, for "comprehensive planning," is a document titled, "An Evaluation of Comprehensive Planning Literature with an Annotated Bibliography." It discusses and evaluates many of the ideas and methods found in the literature, and includes an annotated bibliography of items selected by the author for their potential usefulness to those responsible for comprehensive planning.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Research for
Better Schools, Inc.

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Harrisburg city school district

COMPLETION DATE:

A degree of ACP field involvement with Harrisburg is projected into 1975.

PURPOSE-OUTCOME:

This project was designed to develop and demonstrate systematic administrative change and instructional capabilities in an urban school district and to provide real-world testing opportunities for products of all ACP components.

Operational Field Involvement:
Harrisburg

ABSTRACT:

The Administering for Change Program (ACP) has been involved with the Harrisburg City School District during FY 70. The involvement entailed the development of two plans for Harrisburg, one on administrative reorganization and the other on quality desegregated education. Through the development of the plans, their acceptance and adoption by Harrisburg, and initial steps toward implementation, ACP has been able to achieve commitment to systemic change on the part of Harrisburg.

ACP's goal is to transmit technical expertise to Harrisburg personnel so that the need for ACP's assistance can be diminished and finally eliminated. Concurrently, ACP is studying and testing the process of systematic change in Harrisburg in order to facilitate progress in the construction of change manuals and to complement the production of the comprehensive planning instructional system.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Stanford Center for
Research and Development
In Teaching

Organizational Change: A Political Theory of Educational Policy Formulation

PRINCIPAL INVESTIGATOR:

J.V. Baldridge

TARGET AUDIENCE:

School administrators, teachers

COMPLETION DATE:

June 1973

PURPOSE-OUTCOME:

This project studies research-based knowledge of the organizational features of educational institutions which facilitate or obstruct teacher influence on the making of educational policy.

ABSTRACT:

The project staff will attempt to describe the political forces within the school organization which affect the teacher's influence. A number of institutions will be studied in terms of the following five components: 1) the way teachers organize for influence, 2) the types of policies teachers attempt to influence, 3) the characteristics of teachers who are concerned with influencing policy, 4) relative influence of teachers vis à vis other power blocs, and 5) the extent of variability in the extent of teacher power in different organizations.

By means of questionnaires and interviews, information will be gathered about significant features of educational organizations themselves. This will be compared with information on teacher participation in policy formulation in each organization.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Stanford Center for
Research & Development
In Teaching

The Teacher in the Authority Structure--
The Teacher: Sense of Power and
Colleague Interaction

PRINCIPAL INVESTIGATOR:

E.G. Cohen
J.W. Meyer
S.R. Molnar

TARGET AUDIENCE:

School administrators, teachers

COMPLETION DATE:

June, 1973

PURPOSE-OUTCOME:

The project was developed to produce products and systems for school districts to use in making critical decisions about school organizations, in facilitating decision making by teachers, and in developing the teachers' professional-technical culture within these new organizational structures.

ABSTRACT:

The research and development planned for this project are designed to provide help to school organizations dealing with decision-making problems, particularly as they relate to teacher attitudes and interactions.

Two types of innovative organizations will be compared: differentiated staffing and equal-status team teaching. A longitudinal study of these two types of organizational structure will focus on the specific outcomes they have for teachers, specifically teacher morale, sense of influence, and professional-technical culture. The consequences of these innovations for classroom interaction will also be explored, including that in metropolitan area schools.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Stanford Center for
Research & Development
In Teaching

PRINCIPAL INVESTIGATOR:

S.M. Dornbusch
W.R. Scott

TARGET AUDIENCE:

School administrators, teachers

COMPLETION DATE:

June, 1973

PURPOSE-OUTCOME:

The project was designed to provide materials that school districts can use to develop, improve, and augment their formal evaluation of teaching in ways which both teachers and administrators will find acceptable.

The Teacher in the Authority Structure--
The Teacher: Task Analysis and
Authority System

ABSTRACT:

One major problem in school organization centers around the evaluation of teachers. The difficulties of arriving at an acceptable evaluation system are frequently cited as the major reason for the absence of such evaluation. It is this problem to which this project is addressed.

The types of tasks performed by teachers will be characterized and the appropriateness of the organizational control and the evaluation of each such teaching task will be determined. The estimate of such appropriateness will include factors such as : 1) knowledge drawn from other organizations, both bureaucratic and professional, 2) teachers' perceptions of the nature of their tasks, and 3) the evaluators' (administrators') perceptions of the teaching tasks and the satisfaction of participants in the system.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Stanford Center for
Research & Development
In Teaching

Use of Small Groups in a Changing School

PRINCIPAL INVESTIGATOR:

F.B.W. Hawkinshire

TARGET AUDIENCE:

School administrators, teachers, community workers, parents

COMPLETION DATE:

June, 1973

PURPOSE-OUTCOME:

The staff has developed a model to help make explicit the process small groups may follow when they attempt to deal with crisis situations in their schools. A manual is being prepared.

ABSTRACT:

A major problem facing schools is how to deal with conflicting views toward minority groups who try to correct situations they feel to be intolerable by using disruptive techniques. They frequently view more orderly processes of negotiation as slow, ineffective, compromising, and not bringing about real changes.

The goal has been to develop techniques which can be used to encourage and train small groups to identify specific problems in a disrupted school, to help them develop plans, methods, and procedures that might be effective in solving these problems, to draw up ways to implement plans, test their feasibility, and incorporate them into the ongoing life of the school.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Upper Midwest Regional
Educational Laboratory

Developing Behaviorally Engineered Educational Environments

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE: teachers, educational managers, administrators, educational researchers

COMPLETION DATE:

Post-1971

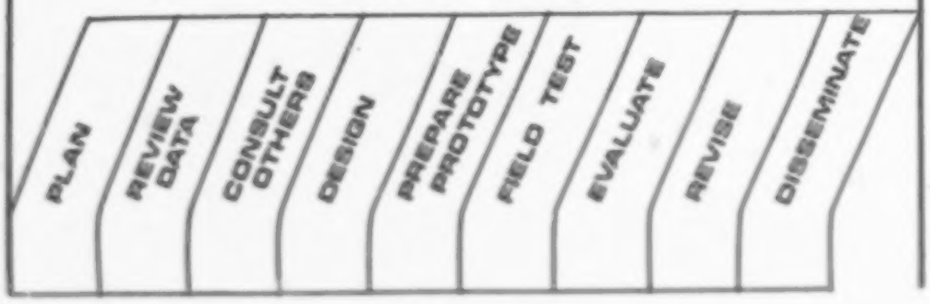
PURPOSE-OUTCOME:

UMREL is designing, developing, and testing behaviorally engineered educational environments; carrying out the research and development required to put the findings of behavioral scientists and contemporary technological developments to practical use in improving and upgrading our educational systems. The results of UMREL's effort will be plans and prototypes for comprehensive educational systems that will effectively and efficiently improve student learning.

ABSTRACT:

This educational system is made up of several interlocking and interdependent subsystems which include all of the many functions necessary for operating a school. Among the major functions handled in these subsystems are: maintenance of the physical environment where children learn; collection and organization of the curriculum materials prescribed for each child each day; measurement and precise recording of what the student is doing; training of teachers, administrators, and other personnel in the system; and the organization of the support functions--such as bookkeeping--to keep the system operating smoothly.

On the base provided by 28 demonstration classrooms, used as training and research sites, the Laboratory is developing a multifaceted behaviorally engineered and environmentally oriented educational system. A finished system, suitable for adoption by school districts across the country, will have: 1) specific behavioral objectives based on useful evaluative criteria for all components of the instructional system; 2) educational pre- and inservice training in management techniques and pupil data-based instructional programs; 3) a curriculum objectives bank available to all participants; and 4) an educational resources center, mechanical and/or automated computer-based instructional management, with accompanying reorganized staffing of professional educators, etc.



Wisconsin Research &
Development Center for
Cognitive Learning

Individually Guided Education

PRINCIPAL INVESTIGATOR:

Herbert J. Klausmeier

TARGET AUDIENCE:

Elementary school children, teachers, administrators, and intermediate agencies

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This program is designed to develop, demonstrate, install and maintain, ultimately around the country, a new design for elementary schooling that will produce literate students and a vigorous self-renewing instructional staff. Individually Guided Education responds to the fact that the organization for instruction, instructional materials and teaching methods, assessment tools and evaluation procedures, instructional equipment, and mechanisms for uniting home and school are generally outmoded in conceptualization and practice.

ABSTRACT:

The major components of the design of Individually Guided Education are as follows:

1. A well-defined organization for instruction and a related administrative organization at the building and central office levels to provide for educational and instructional decision making.
2. Sets of curriculum materials and instructional procedures designed to provide for differences among students. Related to these are inservice programs and materials for teachers.
3. A system of instructional programming, including computer management of instruction.
4. A design for measurement and evaluation includes preassessment and criterion referenced tests in each curriculum area under development and also evaluation of the IGE design and its components.
5. A program of home-school communication.
6. Facilitative environments in school buildings, school system central offices, state education agencies, and teacher education institutions are required by the IGE design.
7. Continuing research and development on learning and instruction generates new knowledge that will lead to improved second generation components or replacements.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Wisconsin Research &
Development Center for
Cognitive Learning

The Multiunit Elementary School

PRINCIPAL INVESTIGATOR:

Herbert J. Klausmeier

TARGET AUDIENCE:

All personnel responsible for elementary education

COMPLETION DATE:

1969

PURPOSE - OUTCOME:

This program was designed to provide an organizational structure which would support a self-renewing system of elementary education.

ABSTRACT:

The Multiunit Elementary School is the organizational structure invented to carry out Individually Guided Education (IGE). Here the Instructional and Research Unit replaces the self-contained classroom; an Instructional Improvement Committee is responsible for the educational program of a building, and a System-wide Policy Committee functions at the system level. Two pieces of printed material and 19 videotapes were prepared and tested by the Center for inservice education to get Multiunit schools started. The Institute for the Development of Educational Activities (/I/D/E/A/) subsequently prepared a more comprehensive set of visual and printed materials. The printed materials produced there and the multiunit organization itself are undergoing extensive field testing during 1970-71 in Wisconsin and Colorado. Summative evaluation shows higher student achievement and also higher teacher morale in Multiunit schools. There are nearly 70,000 children attending 170 Multiunit Schools in Wisconsin and eight other states.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Wisconsin Research & Development Center for Cognitive Learning

PRINCIPAL INVESTIGATOR:

Stephen J. Knezevich

TARGET AUDIENCE:

School administrators, local and state supervisors, later --college staffs that prepare these administrators

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

The immediate goal of this project is to help administrative and supervisory personnel in local school systems and state education agencies acquire the insights and skills necessary to implement and administer in an effective and efficient manner programs of Individually Guided Education.

In addition, the project will generate a model for analyzing and measuring the productivity of the Multiunit and traditional school operations.

Analysis of the Organization and Administrative Implications of Implementing Individually Guided Education in Elementary and Secondary Schools

ABSTRACT:

Plans will be developed and tested to reach administrators and supervisors through a series of inservice education programs. University and college personnel responsible for preparing administrators and supervisors presently employed as well as future personnel will be involved in a variety of conferences dedicated to the Multiunit plan of operation. Preservice preparation programs will be designed to help future educational leaders obtain the skills and insights needed to implement and administer IGE.

The productivity model will be tested by input/output analysis of Multiunit school and comparable traditional school operations. Also projected is a manual for directors of innovative projects which will focus on human relations, material and financial resource managment and similar administrative and supervisory skills and insights that are crucial to innovative projects administration.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Wisconsin Research &
Development Center for
Cognitive Learning

Motivation and Individual Differences in Learning and Retention

PRINCIPAL INVESTIGATOR:

Frank H. Farley

TARGET AUDIENCE:

Kindergarten and elementary school children

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This project generates knowledge about how different motivational techniques affect learning and retention and precise knowledge about the role of individual differences in learning and short- and long-term retention. Projected outcomes include a theory of individual differences and motivation in learning and memory and a practical means to maximize the retention of verbal material.

ABSTRACT:

Basic and applied research on the role of individual differences in learning and retention contribute to the IGE focus on identifying and allowing for individual differences in children's rates and styles of learning. The two major research thrusts are studies into effects of motivational attentional manipulations on short- and long-term memory and of individual differences in short- and long-term memory. Results will be reported in two scholarly books. Other outcomes will be the development of objective individual difference measures, a theory of individual differences and motivation in learning and particularly retention, and a system for facilitating learning and retention in elementary school children through individual differences and motivational variables.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Wisconsin Research &
Development Center for
Cognitive Learning

Variables and Processes in
Cognitive Learning

PRINCIPAL INVESTIGATOR:

Herbert J. Klausmeier

TARGET AUDIENCE:

Elementary school children and personnel

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This project focuses on meeting three crucial needs in elementary education: providing a firm research base to guide the development of instructional materials, clarifying the cognitive operations and cognitive abilities involved in concept learning and identifying classroom techniques to insure a high level of motivation to learn. Better instructional materials in all subject matter areas, knowledge of the interrelationships of concept learning across all subject matter fields and a system of individually guided motivation are among the outcomes.

ABSTRACT:

This project provides part of the continuing research and development component of Individually Guided Education. One emphasis is on ascertaining the important variables in concept learning and applying relevant knowledge to the development of instructional materials and to the programming of instruction for individual students. Results will be reported in four book-length monographs.

Research on basic processes and abilities involved in concept learning focuses on developing and validating a model of cognitive operations and determining the structure of cognitive abilities that underlies concept attainment in English, mathematics, science, and social studies. Two book-length monographs will report results.

A system of Individually Guided Motivation has been formulated to translate research about motivation into procedures that can be used by teachers. Four sets of printed and audiovisual materials for teachers are in varying stages of evaluation. They deal with goal setting to promote subject matter learning, using older children as tutors for younger children, goal setting to promote prosocial behavior and individual conferences to promote independent reading.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Wisconsin Research &
Development Center for
Cognitive Learning

Design of a National Network for Dissemination, Installation, and Maintenance of Research and Development Center Projects

PRINCIPAL INVESTIGATOR:

Thomas A. Romberg

TARGET AUDIENCE: Personnel in intermediate educational agencies (state education agencies, teacher education institutions, regional labs)

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This project is designed to develop and refine state, regional and national linkages that facilitate the demonstration, installation and maintenance of tested procedures and materials of the Wisconsin R&D Center. The end result will be a national network which, within five years, will be able to serve schools throughout the country.

ABSTRACT:

The network is intended to establish new linkages between schools and intermediate agencies. Because the meager resources available to primary research and development agencies cannot carry installation and maintenance activities, it is imperative to involve intermediate agencies, such as state education agencies, teacher education institutions, regional laboratories, and central offices of large school systems.

The long-range strategy is to identify and prepare an appropriate number of such agencies each year, beginning with eight during this fiscal year. In cooperation with the Institute for Development of Educational Activities, an arm of the Kettering Foundation, the R&D Center is working with these eight agencies to prepare them to work directly with schools as implementers and maintainers.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

ALSO SEE:

System Approaches

Relevant Applications of Computer Technology 57
Systems Technology 58
Data Management Systems Development Handbook 59
Statistical Interface System Project 60
AUTOCODER Information Retrieval Project 61
Project on the 1130 Admissions Information System 62
FORTRAN Information Retrieval Project 63
University Admissions Information System 64
Financial Aid Information System 65
Project on GEMS-WICHE Data Base 66

Curriculum/Instruction

Development of Inquiry Skills 104

Disadvantaged

Guam/Trust Territory of the Pacific Education Program 174
Small Group Interaction 189
An Econometric Model of School Effectiveness 192

Rural - Isolated

Educational Cooperative 201
Development of a Planning, Management, and Evaluation System for Occupational Programs in Rural Schools 202
Rural Change Agents Training System 204

Counseling - Guidance

Nature and Measure of Talents and Competencies 216
Elementary and Secondary School Studies of the Development of Talents and Competencies 217
College Studies of the Development of Talents and Competencies 218
Adult Studies of the Development of Talents and Competencies 219

Vocational Education

Testing a Model of Policymaking for Vocational Education 228
Improving Policymaking at the State Level for Vocational Education 229
Development of an Evaluation System for Occupational Education for State Advisory Councils 230

Vocational Education (continued)

Employment Performance as an Evaluation Tool for Occupational Education 237
The Application of Mathematical Modeling Procedures to Projecting Curriculum Enrollments and the Study of Student Flow Between Curricula of Community Colleges and Technical Institutes 241
Information Needs of State and Local Administrators in Vocational and Technical Education 244
Fourth Leadership Development Seminar for State Directors of Vocational Education 249
Simulation Training Materials for Vocational Education Leadership 251
The Development of a Manpower Planning Model for State Directors of Vocational and Technical Education 254
Forecasting Future Trends Useful for Reappraisal in Education 255
Simulation Training Programs for State Leadership 257
Regional Workshops: Local Evaluation System 270
Vocational Education Study 273

Higher Education

Determining Effective Governance Structures, Processes, and Participants 289
Governance Patterns for Effective Educational Programs 290
Effectiveness of New Campuswide Governance Structures 293
Extra-Institutional Influence and Control 294
Study of Student Change and Development 295
Studies of Differential Education and Student Development of Exceptional and Creative Students in Different College Environments 296
Administrative and Organizational Systems 298
Deriving Institutional Goal Statements 299
Role Definition Project on Educational Development Officers and Educational Development Teams 300
Project to Develop an Institutional Research Handbook 301
Deriving Measurable Objectives 302
Project on Planning Guide and Management-by-Objectives Training Package 303

Teacher Education

Design of a Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education 336
Design, Development and Validation of a Transportable Instructional System for the Training of Educational Diffusion/Evaluation Personnel 337
Inquiry Development 339
Research Utilization in Problem Solving 344
Systematic and Objective Analysis of Instruction 345
Preparing Personnel for Differentiated Instructional Roles 376

Learning Research and
Development Center
(Pittsburgh)

Computer Applications

PRINCIPAL INVESTIGATOR:

Richard Ferguson

TARGET AUDIENCE: Teachers, aides, students, and LRDC curriculum development and evaluation staffs

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project will develop and evaluate computer procedures that will facilitate implementation of instructional programs tailored to the unique requirements of individual learners.

ABSTRACT:

Project activities include the design of an on-line system for data entry and retrieval to assist teachers in an individualized school setting in planning instructional activities for students, the construction of computer-assisted tests, assistance in the development of a computer-managed information system to provide teachers with immediate progress and background information for each student, and the application of a program for self-selection of instruction to selected units in individualized curricula.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Learning Research and
Development Center
(Pittsburgh)

Computer-Assisted Instruction

PRINCIPAL INVESTIGATOR:

Karen Block
Richard Roman

TARGET AUDIENCE:

Elementary-grade children, educational psychologists

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project is designed to develop computer-assisted instructional materials, to study their use in schools, and to conduct research on the psychological properties of adaptive, computer-based instruction.

ABSTRACT:

This project designs instructional programs which serve two functions: to provide instruction relevant to school concepts and skills, and to implement research designs for the purpose of investigating psychological variables relevant to learning and instruction. The major developmental efforts focus on LRDC curricula in elementary school spelling and mathematics, and on selected topics in the LRDC early learning curriculum. In this context, several major instructional problems are being investigated, including the way in which instruction can be optimized by adapting to the learning histories of the individual student. This involves the design of optimal conditions for learning through the assessment of response parameters as the basis for manipulation of feedback parameters, stimulus presentation schemes, and other instructional conditions.

The second major problem area defined for study concerns the development and investigation of computer-assisted instruction as it provides instructional features judged to be optimal for a lesson and not possible with conventional instruction. The project explores this area through investigations of the adaptation of selected subject matters to various terminal devices and through investigations of the design of instructional strategies which allow the student a high degree of subject-matter manipulation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X	X		X	X	X			

Northwest Regional
Educational Laboratory

Relevant Educational Applications of Computer Technology (Program REACT)

PRINCIPAL INVESTIGATOR:

Duane Richardson

TARGET AUDIENCE:

School administrators, teachers, students

COMPLETION DATE:

Administrator and Teacher units--1971; Student units--1972

PURPOSE-OUTCOME:

As a result of using the units in computer applications: 1) teachers will be exposed to computers and will become comfortable with some minimal language of the computer world, as a result, they can develop an understanding of instructional uses of computers; 2) administrators will become familiar with the use of computers for administrative and management tasks, and as a result, they can optimize the use of computers in local schools; and 3) students will experience the use of computers as a method of instruction, as a result, they will be better prepared for the day when computer terminals are common in homes and businesses.

ABSTRACT:

To prepare school administrators, teachers, and students for the vastly increased use of computers, the Laboratory is developing instructional units which emphasize demonstrations of existing computer applications. These provide "hands on" use of a computer.

The instructional units are organized into several courses. Course I is designed for both administrators and teachers. The units provide a general introduction to computers and survey the use of computers in education. Course II, for administrators, thoroughly examines the concept of data management systems and management applications. Course III is designed for administrators who wish to implement computer based applications. It delves deeply into problems of hardware options, software needs, costs, personnel, and computer power options.

Course II for teachers is composed of application units from five subject areas: mathematics, science, business education, English, and social studies. At the completion of Course II, teachers have developed skills for selecting and writing similar units in their own subjects. Course III for teachers is intended to refine those skills.

Instructional units for use by students are in four areas: mathematics, science, business education, and social studies.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X*		X			

X Administrator and Teacher units
X* Student units

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

Teachers, administrators

COMPLETION DATE:

1973

PURPOSE-OUTCOME:

The immediate goal of this activity, a part of the Improving Teacher Competencies Program, is to develop training which increases knowledge and skills in formulating classroom objectives and managing instruction.

Systems Technology

ABSTRACT:

Systems technology procedures employed in government and industry provide the basis for developing an instructional system to increase the planning skills of school personnel.

The instructional program, which is low cost and mass diffusable, increases capabilities of teachers and administrators in using system analysis and system synthesis skills to plan and reach an objective. Included will be a user's guide, resource material for the leader, and participant materials including exercises, agendas, and assessment tools.

Four simulations are being produced for use with different participants: 1) planning instruction for an individual, 2) planning with a group, 3) curriculum planning, and 4) administrative planning.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
Project on Data Management Systems
Development Handbook

PRINCIPAL INVESTIGATOR:

Bard F. White

TARGET AUDIENCE:

Senior college administrators

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project will enable college administrators to identify and evaluate large- and small-scale data management systems.

ABSTRACT:

This project will entail the design of a generalized specification handbook which will enable a computer-oriented administrator to evaluate software, and develop specific objectives for the acquisition of a data management system.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational System:
Statistical Interface System Project

PRINCIPAL INVESTIGATOR:

Thomas Briley

TARGET AUDIENCE:

College and university administrators and institutional researchers

COMPLETION DATE:

Field test: June 1972

PURPOSE-OUTCOME:

This project will enable those who have expertise in data analysis, but lack computer programming skills, to use computer statistical analysis methods in institutional research.

ABSTRACT:

A user's guide which will enable administrators who lack computer programming skills to employ appropriate computer statistical analysis methods in institutional research and to interpret the results, will be developed.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems: AUTOCODER Information Retrieval Project

PRINCIPAL INVESTIGATOR:

James Dobbins

TARGET AUDIENCE: Administrators and data processing staff members at institutions with small or medium-scale computing equipment

COMPLETION DATE:

Field test: February 1972

PURPOSE-OUTCOME:

This project is designed to: 1) provide a set of integrated programs for updating and maintaining disk data files that would run on any computing equipment with a minimum of 8K core; 2) allow rapid sorting of disk data files for several of the data fields associated with each disk record; 3) allow the selecting of subsets of information stored in a disk data file; and 4) produce any requested reports without need of programmer intervention.

ABSTRACT:

A set of computer programs will be produced, with a training manual and practice exercises. The system can be used on any small-scale computing equipment (a minimum of 8K core).

The system creates and updates a magnetic disk data file and enables college administrators to retrieve reports specifying record selection criteria, the sequence of records, and the content and format of desired reports.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
Project on the 1130 Admissions
Information System

PRINCIPAL INVESTIGATOR:

M. L. Abbott

TARGET AUDIENCE:

College admissions officers

COMPLETION DATE:

Field test and evaluation: April 1971

PURPOSE-OUTCOME:

This project will provide admissions officers with an efficient method for obtaining the information needed to make better admissions decisions.

ABSTRACT:

A set of computer programs will be produced, using the FORTRAN Information Retrieval System, that allow creation and updating of an admissions data file, prediction of grade-point averages, preselection of applicants into groups and comparison of groups, and the reporting of information based on criteria selected by the user.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
FORTRAN Information Retrieval Project

PRINCIPAL INVESTIGATOR:

M.L. Abbott

TARGET AUDIENCE: Administrators and data processing staff members at institutions with small or medium-scale computing equipment

COMPLETION DATE:

Field test: February 1972

PURPOSE-OUTCOME:

This project is designed to: 1) provide a set of integrated programs for updating and maintaining disk data files, that would run on any computing equipment with a minimum of 8K core; 2) allow rapid sorting of disk data files for several of the data fields associated with each disk record; 3) allow the selecting of subsets of information stored in a disk data file; and 4) produce any requested reports without need of programmer intervention.

ABSTRACT:

A set of computer programs will be produced, written in the universal programming language, FORTRAN, with a training manual and practice exercises. The system can be used on any small-scale computing equipment, (a minimum of 8K core), that supports FORTRAN IV.

The system creates and updates a magnetic disk data file and enables college administrators to retrieve reports specifying record selection criteria, the sequence of records, and the content and format of desired reports.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
University Admissions Information
System (UAIS) Project

PRINCIPAL INVESTIGATOR:

Bard F. White

TARGET AUDIENCE:

Senior college
administrators

COMPLETION DATE:

March 1971

PURPOSE-OUTCOME:

This project will make available to IBM 1401 computer users a computer-assisted admissions information system.

ABSTRACT:

This package consists of specifications, an application manual, computer programs, simulation exercises for administrators, and a demonstration data base. The system creates and maintains computer-based applicants' data files, prepares individual applicant profiles and listings, prints statistical profiles and reports for selected categories of applicants, preselects applications into groups based on grade-point average, accounts for admissions decisions and financial aid awards, prints address labels and decision letters, and provides feedback to secondary schools on admissions decisions.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
Financial Aid Information System
(FAIS) Project

PRINCIPAL INVESTIGATOR:

Bard F. White

TARGET AUDIENCE:

Senior college financial aid officers

COMPLETION DATE:

March 1971

PURPOSE-OUTCOME:

This project will make available to IBM 1401 computer users a computer-assisted financial aid information system.

ABSTRACT:

This package consists of specifications, computer programs, simulation practice exercises for administrators, and a demonstration data base. Financial aid officers using this system will be able to create and update computer-based data files for student aid applicants, student aid fund accounts, and student loan accounts; generate individual reports and listings of financial aid applicants; send notification letters to financial aid recipients and students with outstanding loans; prepare student aid fund and loan accounting ledgers and auditing reports; and assemble data for external reporting.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
Project on GEMS-WICHE Data Base
Tables and Manual

PRINCIPAL INVESTIGATOR:

Bard F. White

TARGET AUDIENCE:

College administrators

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project will enable college administrators to create, update, and retrieve information from integrated disk data files containing data compatible with the WICHE data element dictionaries.

ABSTRACT:

General Education Management System (GEMS) - Western Interstate Commission on Higher Education (WICHE) tables and training manuals will enable college administrators to create, update, and retrieve information--through the GEMS integrated disk data files--which is compatible with the WICHE data element dictionaries.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Research for
Better Schools, Inc.

Computer Assisted Instruction

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Elementary and junior
high school populations

COMPLETION DATE:

1973

PURPOSE-OUTCOME:

The outcome will be a total computer assisted instruction mathematics program.

ABSTRACT:

Computer Assisted Instruction is designed to utilize the computer in the presentation of individualized instruction for learners.

The basic function of the CAI project is to convert IPI mathematics materials from booklet form to a format which permits their presentation to the student via a Computer Assisted Instruction system. This involves two basic operations--first, the curriculum rewriting task; and second, an encoding task to get the materials ready for the computer.

CAI-IPI mathematics is presented to students at a specially designed computer terminal and has both keyboard and light-pen response capabilities. Records of students' progress are stored in the computer and may be printed out upon request.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

ALSO SEE:

Organization and Administration

Organizational Impact of Data-Based Educational Planning	7
Advanced Educational Planning	11
Data-Based Educational Planning Systems	12
Group Problem-Solving Processes	13
Project Inform	14
Cost Effectiveness Manual	37
Cost Effectiveness Applications to Educational Technology	38
Project Management Training Materials	39
Annotated Bibliography and Evaluation of Comprehensive Planning	40
Development of Behaviorally Engineered Educational Environments	46
Individually Guided Education	47

Disadvantaged

A System for Describing Occupational Disadvantages	172
An Econometric Model of School Effectiveness	192

Vocational Education

The Development of an Evaluation System for Occupational Education for State Advisory Councils	230
The Application of Mathematical Modeling Procedures to Projecting Curriculum Enrollments and the Study of Student Flow Between Curricula of Community Colleges and Technical Institutes	241
Regional Workshops for Development of State Vocational-Technical Education Information Dissemination Systems	243
Improving the Center's State Evaluation System	245
Monograph on Programmatic Research and Development in Vocational-Technical Education	250
The Development of a Manpower Planning Model for State Programs of Vocational and Technical Education	254
Continuation of a Pilot Program for the Development of State Vocational-Technical Education Information Dissemination Systems	259
The Development of a Taxonomy of Innovations in Vocational and Technical Education	262

Center for Social Organization of Schools (Johns Hopkins)

Typology of Games

PRINCIPAL INVESTIGATOR:

S. Kidder
M. Inbar
K. Edwards

TARGET AUDIENCE:

Social scientists

COMPLETION DATE:

September 1971

PURPOSE-OUTCOME:

This project, a part of the Academic Games Program, will establish a classification of academic games, enabling predictions of effects of games and design of new games to produce specific effects.

ABSTRACT:

The aim of this project is to establish a classification of games for understanding the relationship, if any, between the structural characteristics of a game and its socialization outcomes. For example, games can be primarily physical or intellectual and can involve such things as individual or team competition. Socialization outcomes may include achievement orientation, sense of efficacy, and moral development.

Currently available data include questionnaire responses from 2,400 Israeli school children. In addition, a 3-year longitudinal study of U.S. school children is in preparation.

The results of these studies will help to predict the effects of existing games and to design new educational games to produce specific effects.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Social Organization of Schools (Johns Hopkins)

Optimum Use of Games

PRINCIPAL INVESTIGATOR:

K. Edwards, S. Kidder,
S. Livingston, G. Fennessey

TARGET AUDIENCE:

Educators, social scientists

COMPLETION DATE:

January 1973

PURPOSE-OUTCOME:

This project, a part of the Academic Games Program, is designed to establish guidelines for effective use of gaming technology.

ABSTRACT:

The two major questions scheduled for investigation are: 1) Is there an efficiency threshold? That is, is learning from a game related to the number of times the game is played? If so, what is the optimum number of times it should be played? 2) Are games more effective when embedded in a curriculum than when used simply as an adjunct to the curriculum?

A data bank will be constructed by July 1971 and classroom experiments will be completed by January 1973.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Games and the Social Structure of Classrooms

PRINCIPAL INVESTIGATOR:

G. Fennessey
K. Edwards
S. Livingston

TARGET AUDIENCE:

Educators

COMPLETION DATE:

January 1972

PURPOSE-OUTCOME:

This project, a part of the Academic Games Program, will investigate social mechanisms of game playing.

ABSTRACT:

Of major concern in this project will be: 1) the affective and trust relationships between students; 2) the effect of previous teacher-student relationships on gaming, as well as the effect of gaming on these same, later relationships; and 3) students' perceptions of the learning environment. To achieve a more complete picture than is usually the case, both questionnaires and classroom observations will be used.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Evaluation Scheme for Determining Game Effectiveness

PRINCIPAL INVESTIGATOR:

S. Livingston
S. Kidder
G. Fennessey

TARGET AUDIENCE:

Educators

COMPLETION DATE:

September 1971

PURPOSE-OUTCOME:

This project, a part of the Academic Games Program, is designed to determine the effects of specific games.

ABSTRACT:

The objective is to measure a range of likely learning outcomes as systematically as possible. Within this context, learning is defined as changes in affective, cognitive, or social behavior. Measurement techniques will include observations of overt behavior, pencil-and-paper questionnaires and tests, and physiological indicators such as heart rate and galvanic skin response. The problem of transfer of learning will also be investigated, both from game to game and from games to nongame situations.

The staff intends to provide a comprehensive net of measures which will permit the detection of the absence of effects, as well as the presence of effects.

If successful, the present attempt will lead to an evaluation scheme for determining exactly which games are effective for what. Both the scheme and the results of games tested will be made available to schools.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

PRINCIPAL INVESTIGATOR:

M. Inbar
K. Edwards
S. Kidder

TARGET AUDIENCE:

Field staff

COMPLETION DATE:

Continuous (annual)

PURPOSE-OUTCOME:

This project, a part of the Academic Games Program, will provide efficient handling and organization of game knowledge through a series of yearbooks.

Progress Reports from the Field

ABSTRACT:

This project would provide a yearbook series about the state of the art in simulation and gaming that begins in 1972. The yearly report would summarize the significant work and progress done in each of the subareas of simulation and gaming. Equally important, it could suggest priorities for new research. The success of a journal initiated by the program has paved the way for this additional step toward efficient handling and organization of knowledge.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Central Midwestern
Regional Educational
Laboratory

Aesthetic Education Program

PRINCIPAL INVESTIGATOR:

Stanley S. Madeja

TARGET AUDIENCE:

Students K-12; especially concentrated at this point on K-3

COMPLETION DATE:

K-3: 1973

PURPOSE-OUTCOME:

The purpose of this program is to cultivate programmatically in the schools the sensitivities and capabilities for aesthetic judgment of all children, through a series of instructional packages.

Curriculum materials will be produced which will lead students toward this goal by creating units of instruction through which students can be better prepared to deal with the qualities which transform many of their ordinary encounters with objects and events into aesthetic experiences.

ABSTRACT:

The Aesthetic Education Program has begun producing, testing, and revising units of instruction for ability levels associated with grades K-3. These units are considering alternative conceptions of aesthetics and reflect a wide range of arts concepts. The units are also being developed in accordance with relevant knowledge found in the social and behavioral sciences. And finally, they are being constructed in such a way as to reflect the values peculiar to students, teachers, and schools.

Theoretical and practical instructions for curriculum development have been prepared and compiled into the Curriculum Development for Aesthetic Education guidelines. The Handbook, the first section of the guidelines, provides the rationale, context, method, and examples necessary for curriculum planning. The guidelines have been published and are now available.

A system of packaged units of material, which form the instructional base for the program, was deliberately chosen to permit as much individualized learning as possible and to provide maximum flexibility for arrangement. The packages will be used by a school system as if it were a deck of cards; order and sequence of units can be shuffled to accommodate the variations in school settings and organizational patterns. Packages, consisting of about ten hours of instruction and composed of such things as slides, filmstrips, and puzzles, are being designed for the primary and intermediate grades, the junior high and senior high schools.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X***				X**	X*			X

X Curriculum Development guidelines
X* Five K-3 packages pilot tested
X** 13 packages
X*** 26 packages

Central Midwestern
Regional Educational
Laboratory

Comprehensive School Mathematics Program

PRINCIPAL INVESTIGATOR:

Burt A. Kaufman

TARGET AUDIENCE:

Students--K-12; especially concentrated at this point on K-3

COMPLETION DATE:

30 Activity Packages--pilot tested; Elements of Mathematics--7 books pilot tested, 8 more books designed

PURPOSE-OUTCOME:

The purpose of this program is to provide each student with a mathematics program that is sound in content, enjoyable, and appropriate to his needs and abilities. The program and materials are designed to help each individual achieve maximum success in realizing his potentials to learn and use mathematics, using a sequence of activity packages.

ABSTRACT:

Two interrelated mathematics programs are being developed in this program. Activity Packages are being designed for independent work using a variety of media such as films, games, audio and video tapes, filmstrips, and books. The Elements of Mathematics series, designed for well motivated junior and senior high school students with high verbal ability, is individualized in its presentation, and it appears presently in textbook form although eventually, it will be incorporated into packages.

An Activity Package consists of a flexible number of "activities" designed to develop a mathematical concept or skill for a child at a given level of development. These activities make use of a wide variety of media. In practice, a student will be exposed to a preferred sequence of activities from each of the packages on hand.

The Elements of Mathematics component consists of a series of books designed for well motivated and highly verbal secondary school students. The entire series has been outlined through 15 of the books. Due to the explicit teaching of logic in Books 1,2,3, and 4, and because of the rather rigorous development of the mathematical content of the series, only teachers whose qualifications meet with the approval of the CSMP director have been permitted to use the materials outside the Carbondale setting. An institute for teachers desiring to use EM materials is held each summer in Carbondale, Illinois.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X	X*			

X K-1 Activity Packages; 8 books in Elements of Mathematics series

X* 30 Activity Packages (300 activities) at 3rd grade level pilot tested; 7 books in Elements of Mathematics series pilot tested.

Education
Development
Center

Elementary Science Study

PRINCIPAL INVESTIGATOR:

Joe H. Griffith

TARGET AUDIENCE:

Students, grades K-8

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

This program stresses the importance of the student's investigating science after the fashion of the professional scientist--dealing directly with nature, posing his own hypotheses, and testing his own theories through adaptable units and materials.

ABSTRACT:

With more than 40 units in commercial production, the Elementary Science Study is in its terminal year of developing science materials. By the summer of 1971, ESS anticipates that 56 units will be available commercially.

While the main effort has been the development of curriculum materials, ESS has recognized that good curriculum materials are necessary but not sufficient for the creation of lively and interesting classrooms. In the years 1965 through 1970, ESS conducted inhouse workshops and summer leadership training conferences. These efforts, along with the trial teaching of units, have established a base of experienced consultants throughout the country.

In addition to the teachers' guides and materials, which are available through the Webster Division of McGraw-Hill, there are classroom films available from ESS including: The ESS Reader, a collection of philosophical essays; and A Working Guide to the Elementary Science Study, containing advice on implementation problems. Some new classroom films are in production and should be available by the fall of 1971.

A final report of the project is being produced, and should be available during the summer of 1971.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Education
Development
Center

Introductory Physical Science

PRINCIPAL INVESTIGATOR:

Uri Haber-Schaim

TARGET AUDIENCE:

Junior high school science students

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This course was prepared in response to teachers who sought a way to ground their students in the basic ideas and skills of science at the junior high school level.

ABSTRACT:

The IPS course integrates laboratory and textbook discussion in such a way as to demonstrate the inseparability of experimenting, reasoning, and learning the results of other experimenters, be they professional scientists or fellow students in the classroom.

The complete IPS package, including a textbook, teacher's guide, apparatus, laboratory tests, and achievement tests, is now commercially available and is being used during 1969-70 by approximately 700,000 students.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

Social Studies
Curriculum Program

PRINCIPAL INVESTIGATOR:

Peter B. Dow

TARGET AUDIENCE:

Social studies students, grades K-12

COMPLETION DATE:

PURPOSE-OUTCOME:

This program is developing units, courses, and materials that engage students in the fundamental issues of human society and its history.

ABSTRACT:

The individual units and courses in this program can be arranged in a K-12 sequence or they can be used separately. The materials developed to date rely heavily on primary and secondary research sources and present subject matter through a variety of media, including films, slides, records, printed materials, games, and artifacts. The courses and units that follow are in varying stages of development.

Man: A Course of Study--This is a one-year upper-elementary course centering on the development of man and his anthropological relationship to other animals.

From Subject to Citizen--This is an eighth grade course on Elizabethan England, the English Civil War, colonial America, the American Revolution, and the origins and functioning of the United States Constitution.

One Nation, Indivisible?--This is a television course on the racial conflict.

Inventing the Western World--This course contains units on the cultures of the ancient Greeks and Romans.

The Afro-American--This course covers the history of blacks in the United States from the early 19th century to the present.

Man in the Man-Made World--This course explores man's power as a technologist and the effect of technology upon man.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X***		X**		X*	X

X--Man: A Course of Study; One Nation, Indivisible?
X*--From Subject to Citizen
X**--Inventing the Western World
X***--Man in the Man-Made World
(The Afro-American is in various stages of completion)

Education
Development
Center

Physical Science II

PRINCIPAL INVESTIGATOR:

Uri Haber-Schaim

TARGET AUDIENCE:

High school science students

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This is a follow-up course to Introductory Physical Science. The intention is to provide a more coherent sequence of two years of physical science followed by a year of biology for the majority of high school students who do not take any science courses beyond biology. It is also felt that this sequence can furnish a thorough background for more advanced study in biology, physics, or chemistry.

ABSTRACT:

A continuation of the preceding IPS course, Physical Science II retains the IPS format of integrated text and laboratory, and uses much of the IPS apparatus as well as equipment specifically designed for the second-year course. PS II supplements the topics covered in IPS and focuses on the chemistry and physics of electricity, forms of energy, and the conservation of energy.

In 1970, the Physical Science Group is continuing revision of the text and teacher's guide for PS II, while preparation of commercial editions gets underway. Two sets of achievement tests are also undergoing revision. In addition, work is being done on the preparation of resource materials for teachers and college students.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Education
Development
Center

PSSC Physics (Third Edition)

PRINCIPAL INVESTIGATOR:

Uri Haber-Schaim
Judson B. Cross
John H. Dodge
James Walter

TARGET AUDIENCE:

High school physics students

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This is an introductory course for high school physics students. It is intended to present physics, not as a mere body of facts, but as a continuing process by which men seek to understand the nature of the physical world.

ABSTRACT:

The third edition of PSSC Physics includes the text, laboratory guide, teacher's guide, apparatus, tests, and motion picture films. In the this edition, some chapters were deleted and a number of sections were rewritten substantially, most notably in the chapter on work and kinetic energy and in the chapter on heat, molecular motion, and conservation of energy.

The third edition will be available for sale by January 1, 1971.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

PSSC College Physics

PRINCIPAL INVESTIGATOR:

Uri Haber-Schaim

TARGET AUDIENCE:

Freshman science students

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This is an introductory course in physics for college freshmen. It is designed to serve as the backbone for a mature modern course in physics both for those who have studied physics before and for those who have not.

ABSTRACT:

This course was adapted from the high school PSSC course and advanced topics supplement, to serve the needs of college freshmen.

Materials of the course include text, laboratory guide, instructor's guide, and laboratory apparatus.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

College Physics Film Program

PRINCIPAL INVESTIGATOR:

Jerrold R. Zacharias
James Strickland

TARGET AUDIENCE:

Teachers of college physics

COMPLETION DATE:

PURPOSE-OUTCOME:

This series of films and film loops is being produced for use in teaching physics at the college and university level.

ABSTRACT:

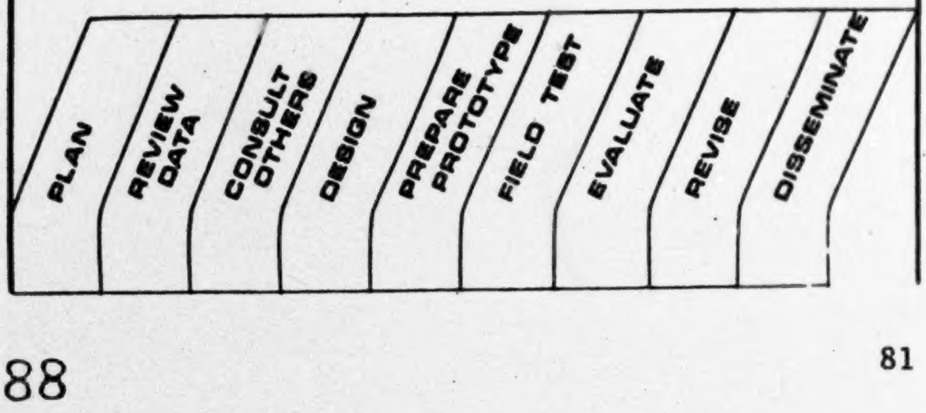
Most of the films produced in this program center on demonstrations and laboratory experiments that cannot be easily replicated in the classroom and are therefore especially appropriate for film presentation. The 22 sound films and 49 silent film loops now completed cover such topics as quantum physics, wave phenomena, relativity, vector kinematics, and oscillations of simple and complex pendula.

In 1969, editing was completed on two short films, "Bragg Reflecting Using Microwaves," and "Scattering Demonstrations Using Microwaves." Final editing is being undertaken for four film loops that make use of computer-generated phenomena to illustrate the electric fields of moving charges.

The program is now turning in a new direction with the aim of meeting some of the needs of first-year college science and the science requirements of two-year colleges. Current efforts, continuing into 1970, center on forming a national steering committee to oversee this new work and to establish the procedures and goals.

Inquiries about the program should be directed to the director, James Strickland:

College Physics Film Program
Education Development Center
55 Chapel Street
Newton, Mass. 02160



Education
Development
Center

College IPS

PRINCIPAL INVESTIGATOR:

Uri Haber-Schaim

TARGET AUDIENCE:

College science students and teachers

COMPLETION DATE:

1970

PURPOSE-OUTCOME:

The college edition of IPS was prepared to serve as a reference book for IPS teachers, as a textbook for inservice and preservice teachers, and as a college course for nonscience majors and for students with little background in high school science.

ABSTRACT:

College IPS contains both text and laboratory guide materials. Also available commercially for College IPS is a portable "take-home" kit, designed for use by students wishing either to make up experiments missed or to pursue further independent study in physical science.

An instructor's guide to College IPS is in commercial publication. A complimentary copy is available from the publisher upon class adoption of the course. Further information may obtained by writing to:
Physical Science Group
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

Developmental and Cell
Biology Film Program

PRINCIPAL INVESTIGATOR:

Eugene Bell

TARGET AUDIENCE:

Biology teachers and students in colleges and universities

COMPLETION DATE:

PURPOSE-OUTCOME:

The Developmental and Cell Biology Film Program is producing a series of super 8 and 16mm films, ranging in length from two to twenty minutes, for use as supplemental teaching units in colleges and universities.

ABSTRACT:

The emphasis of this program is both on new experimental work and on the filming of classic phenomena that were not previously available for use in teaching, and that can be observed only by means of time lapse cinemicrography. Each film illustrates a principle, problem, or process drawn from classical descriptive embryology, experimental morphogenesis and recent experiments. They are thematically related and fall into three main areas: morphogenetic movements, descriptive and analytical cyto-differentiation.

By the close of 1970, 24 sound, and three sound color films had been completed and were being distributed by the EDC Film Library. During 1971, the program will continue to work on additional films, both sound and silent, that have been scheduled by the program's steering committee.

Inquiries should be addressed to:

EDC Film Library
Education Development Center
39 Chapel Street
Newton, Massachusetts 02160

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Education
Development
Center

PRINCIPAL INVESTIGATOR:

Richard G. Long

TARGET AUDIENCE:

Mathematics students at the university level, clubs, and faculty groups

COMPLETION DATE:

PURPOSE-OUTCOME:

This project of the MAA is continuing a part of the film activity of the Association that is producing approximately ten films in cooperation with EDC, on university level mathematics.

Mathematical Association of America
Individual Lecture Film
Project

ABSTRACT:

These films, produced through an agreement between the MAA and EDC, deal with topics accessible to mathematics students but taken from outside the usual university mathematics curriculum. They involve mathematics that either crosses the usual boundaries within a discipline (for example, algebra and analysis) or simplifies and clarifies concepts within a subject area. Thus the films are not intended as standard classroom films, but, initially at least, will be used most widely with undergraduate mathematics clubs and faculty groups. It is anticipated, however, that classroom use will grow and that the films will in time bring about changes in curriculum.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Education
Development
Center

University of Illinois
Arithmetic Project

PRINCIPAL INVESTIGATOR:

David A. Page
Jack Churchill

TARGET AUDIENCE:

Elementary students, grades 1-6 and their teachers

COMPLETION DATE:

1970

PURPOSE-OUTCOME:

This project was established to develop topics in mathematics for students in grades 1-6. To introduce these topics to teachers, the project has completed a course that does not require specially prepared instructors. Designed primarily for inservice use, the course is also being used for preservice education.

ABSTRACT:

The course package consists of films showing mathematics being taught to classes of children, written lessons which teachers do between institute sessions, and supplementary materials providing further mathematical exposition and suggestions for the classroom. Extensive discussion notes and detailed guides for correcting written lessons are supplied for those conducting institutes.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

Cambridge Conference on
School Mathematics

PRINCIPAL INVESTIGATOR:

Hugh P. Bradley

TARGET AUDIENCE:

Mathematics teachers

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This conference is an association of prominent mathematicians actively involved in mathematics education from kindergarten through grade 12.

ABSTRACT:

Three conferences were held for prominent mathematicians concerned with elementary and secondary mathematics instruction, teacher education, and the correlation of elementary science and mathematics. The reports of the conferences are available from the publisher, as listed below.

In addition, CCSM has carried on activities related to the above conferences, including the preparation of a number of feasibility reports, which are available through the ERIC Science Education facility at Ohio State University.

Also as a result of these conferences, preliminary materials for use in college courses for prospective teachers have been developed and are available from the project on a pilot-testing basis.

The following reports have been published by Houghton Mifflin Company: Goals for School Mathematics, Goals for Mathematical Education of Elementary School Teachers, and Goals for the Correlation of Elementary Science and Mathematics. Preliminary materials for courses in teacher education are distributed by the same publisher: Integrated Mathematics Course for Prospective Elementary School Teachers, Mathematical Concepts for Elementary Teachers, Analysis Course for Elementary Teachers, and Comprehensive Course for Prospective Elementary School Teachers.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Students in secondary schools and introductory college levels

COMPLETION DATE:

PURPOSE-OUTCOME:

This series of films have been produced to supplement and strengthen meteorology portions of earth science courses at the secondary school and introductory college levels.

American Meteorological Society
Film Program

ABSTRACT:

Following the procedures that are typical of most EDC film programs, the American Meteorological Society selects for each of its films one or more professional scientists to serve as film principal and, as such, to be primarily responsible for the style and content of the film. Production of the film is carried out by the EDC Film Studio, with an advisory committee of persons in the fields related to the film topic, serving as critic and counsel.

Although not all of the films in the AMS program have been produced at EDC, the studio has produced several films now being distributed commercially, including "Formation of Raindrops," "Planetary Circulation of the Atmosphere," and "Sea Surface Meteorology." During 1969, the AMS completed "Atmospheric Electricity." "Convective Clouds" was completed in 1970.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Education
Development
Center

National Committee for
Electrical Engineering Films

PRINCIPAL INVESTIGATOR:

John G. Brainerd

TARGET AUDIENCE:

Teachers of university-level electrical engineering students

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This national committee was formed in 1962 to produce a series of college level films, primarily in the fields of electromagnetic theory and circuit theory.

The films are designed to help teachers incorporate into classroom presentations experimental evidence that is not otherwise available because of the difficulty in visualizing such phenomena as electromagnetic fields and circuit variables.

ABSTRACT:

Thus far, the National Committee for Electrical Engineering Films has produced seven films that are available through commercial distributors. They cover subjects in the fields of electromagnetic theory, circuit theory, control theory, communications and information theory, computer theory, and the theory and application of solid-state electronics.

The films provide illustrative demonstrations and condensations of laboratory investigations that frequently enable instructors to pass quickly over introductory materials. The illustrated notes that accompany each film also help teachers and students to recall and understand the filmed demonstrations.

The films may be obtained from:

Coronet Instructional Films
Coronet Building
65 E. South Water Street
Chicago, Illinois 60601

Modern Learning Aids
1212 Avenue of the Americas
New York, New York 10036

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

National Committee for
Fluid Mechanics Films

PRINCIPAL INVESTIGATOR:

Frederick H. Abernathy

TARGET AUDIENCE:

Teachers and students of fluid mechanics

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This committee was initiated in 1961 to produce films that provide experimental demonstrations of fundamental concepts and applications in fluid mechanics.

The films are designed to supplement lecture and textbook instruction

ABSTRACT:

With the release of five new films in 1969, this committee completed its project of film production at the EDC Film Studio. Since the program began, the committee has produced 22 16mm sound films and 133 silent four-minute film cartridge loops.

The films are not an ordered sequence intended for a single curriculum, but cover a wide selection of topics for use in many different disciplines, including engineering, physics, mathematics, meteorology, and physiology.

The films and film loops are distributed by Enclyclopedia Britannica Educational Corporation and may be obtained from:

Enclyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Visual Learning Corporation
14 Concord Lane
Cambridge, Massachusetts 02139

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

Institutional Development Programs Overseas

PRINCIPAL INVESTIGATOR:

Shepherd Brooks

TARGET AUDIENCE:

Students and teachers of science and engineering in India and Afghanistan

COMPLETION DATE:

1972-1973

PURPOSE-OUTCOME:

EDC administers two programs under contracts with the U.S. Agency for International Development (AID) to develop science and engineering education at institutions in India and Afghanistan.

ABSTRACT:

Two programs of professional support and assistance are being administered under EDC's Institutional Development Program.

The Kanpur Indo-American Program is a group effort organized to provide professional assistance in the development of the Indian Institute of Technology in Kanpur.

In addition, EDC and a consortium of American institutions have organized in a similar fashion to assist in the development of the Faculty of Engineering, Kabul University in Afghanistan.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Education
Development
Center

African Mathematics Program

PRINCIPAL INVESTIGATOR:

Hugh P. Bradley

TARGET AUDIENCE:

Students in African countries

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

Under this program, a group of African and American mathematicians and educators were brought together to prepare new mathematics texts for grade levels ranging from Primary One to A-level School Certificate and for teacher-training colleges. The program is intended to improve the quality of mathematics teaching, and to develop in each African country a nucleus of people knowledgeable in mathematics and capable of undertaking the improvement of mathematics curriculum.

ABSTRACT:

Under this program, materials have been prepared for the teaching of mathematics in primary and secondary schools and in teacher-training colleges of ten English-speaking African countries. Student textbooks and parallel teacher guides have been prepared for all levels. Other materials, including films and tapes, have been prepared for use in the inservice institutes organized by African ministries of education to prepare teachers to use these texts.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

African Primary Science Program

PRINCIPAL INVESTIGATOR:

Robert W. Carlisle

TARGET AUDIENCE:

Students and teachers in African primary schools

COMPLETION DATE:

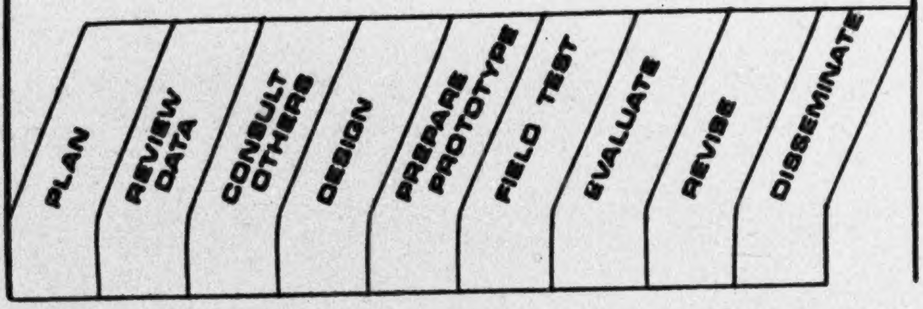
Development stage completed: June 1971

PURPOSE-OUTCOME:

This program was established to assist African countries in the development of science curricula for primary schools.

ABSTRACT:

Classroom materials prepared for this program and adapted in Primary Science Centers in Ghana, Kenya, Malawi, Nigeria, Sierra Leone, Tanzania, and Uganda include teachers' guides, pupils' books, miniunits, and a science library series. Fifty units have been developed.


PLAN
REVIEW DATA
CONSULT OTHERS
DESIGN
PREPARE PROTOTYPE
FIELD TEST
EVALUATE
REVISE
DISSEMINATE

Education
Development
Center

African Social Studies Program

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Students and teachers in African primary and secondary schools

COMPLETION DATE:

PURPOSE-OUTCOME:

This program was established to assist African countries in the development of social studies curricula.

ABSTRACT:

A Center for the African Social Studies Program in Nairobi, Kenya, is collecting and distributing information about new ideas being tried in Africa and in other countries in the area of social studies curricula.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR:

C.L. Hutchins

TARGET AUDIENCE: School decision makers reviewing and selecting new R&D products for elementary science education

COMPLETION DATE:

1970

PURPOSE-OUTCOME:

This program was designed to increase knowledge, understanding, application, and evaluation of six new elementary science programs (COPES, ESS, IDP, MINNEMAST, S--APA, SCIS).

Elementary Science Information Unit

ABSTRACT:

The Elementary Science Information Unit contains seven color filmstrips, seven audio tapes, seven fact-packed booklets, introductory materials, and a comparison chart and selection guide. The uses of the Information Unit include: curriculum decision making, inservice training, community relations, reference, and preservice training.

Available from:
Lockheed Education Systems
P.O. Box 504
Sunnyvale, California 94088

Elementary Science Information Unit: $75.00.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Far West Laboratory
for Educational
Research and Development

American Government Information Unit

PRINCIPAL INVESTIGATOR:

C.L. Hutchins

TARGET AUDIENCE: School decision makers reviewing new R&D products for secondary American Government programs

COMPLETION DATE:

December 30, 1970

PURPOSE-OUTCOME:

This project is designed to increase knowledge, understanding, application, and evaluation of nine new American Government programs.

ABSTRACT:

Use of the Information Unit shortens the work load of the school personnel who are responsible for reviewing these nine developments in American Government programs for possible adoption. The information is presented at several levels of detail (multi-level) and in a decision-focused format.

The unit contains the following features: 1) introductory materials, including a discussion of the new social studies; an introduction to the unit; summary descriptions of the nine programs; and an aid for deciding which programs are most appropriate; 2) detailed program reports (one report for each program). The sections of the program reports are: a) goals and objectives, b) content and materials, c) classroom strategies, d) student and teacher prerequisites, e) implementation--requirements and costs, f) program development and evaluation, and g) project history.

These materials are packaged in a large paperbound book. Price: $7.95.

Available from:
Lockheed Education Systems
P.O. Box 504
Sunnyvale, California 94088

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Far West Laboratory
for Educational
Research & Development

Content Analysis of Textbooks
Relative to Being Appropriate for Black
Students, Grades 1-3

PRINCIPAL INVESTIGATOR:

Henry Banks
Shirley Scarborough

TARGET AUDIENCE:

Primary (1-3) teachers and black students

COMPLETION DATE:

August, 1971

PURPOSE-OUTCOME:

The purposes of the course are to train teachers to analyze textbooks in terms of being appropriate for black students. Also, teachers will be provided with skills for supplementing textbooks deemed inappropriate as a result of their analysis. Teachers who take the course are expected to acquire the skills taught in the course and to be able to analyze and supplement textbooks using these skills. It is also expected that teachers will introduce into their classrooms materials that meet the criteria established by the course resulting in positive self-images and reading gains among black students.

ABSTRACT:

This course consists of five Instructional Sequences. The objectives of the course are to train teachers in skills that will enable them to objectively determine the degree of adequacy or inadequacy of a particular textbook. Also, the course should provide skills to supplement textbooks considered inadequate. Other course objectives are to foster a positive self-image in black students and facilitate the development of their reading skills, and to promote an understanding of or develop an appreciation for black culture in non-black students.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Learning Research and
Development Center
(Pittsburgh)

Models of Concept Learning

PRINCIPAL INVESTIGATOR:

Karen Block

TARGET AUDIENCE:

Educational psychologists

COMPLETION DATE:

Ongoing

PURPOSE - OUTCOME:

This project will further clarify the processes involved in the formation of concepts.

ABSTRACT:

The general plan for this project is to perform experimental investigations of hypothesis-sampling behavior and attention in concept learning. The results of these studies will be used to develop a model of concept learning which incorporates long-term learner response history variables. Parallel to the experimental investigations, work will proceed toward the specification of more general problem-solving tasks which allow the identification of processes such as the algorithms and heuristics invoked by learners as they solve these problems.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Learning Research and
Development Center
(Pittsburgh)

Attentional Processes in
Cognitive Development

PRINCIPAL INVESTIGATOR:

Alexander Siegel

TARGET AUDIENCE:

Educational psychologists

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project will contribute to the understanding of attentional processes and their interrelations in the learning process of the developing child.

ABSTRACT:

Attentional processes in the cognitive development of children continue to be investigated from a number of different directions: individual differences in cognitive style and dimensional preferences, optimization of learning through pretraining, the variables influencing incidental learning, and the effects of delay of reinforcement.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X	X							X

Learning Research and
Development Center
(Pittsburgh)

Development of Complex
Intellectual Behavior

PRINCIPAL INVESTIGATOR:

Robert Glaser
Lauren Resnick

TARGET AUDIENCE:

Educational psychologists

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project will identify underlying mechanisms in the development of complex behavior, i.e., behavior involved in the growth of intellectual competence.

ABSTRACT:

A series of theoretical and experimental investigations will be conducted on processes involved in the progression from simple to more complex behaviors. The initial work of the project will include intensive analysis of the detailed learning hierarchies previously developed by LRDC and the conduct of experiments to determine how children progress through these hierarchies.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Learning Research and
Development Center
(Pittsburgh)

Memory

PRINCIPAL INVESTIGATOR:

Wayne Donaldson

TARGET AUDIENCE:

Experimental psychologists

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project is designed to provide further understanding of the human memory system.

ABSTRACT:

Research continues in four problem areas: 1) retention of the occurrence and temporal order of events; 2) encoding, storage, and retention of acoustic and semantic information; 3) organization of verbal content in free recall learning; and 4) operation of retrieval cues.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X	X							X

Learning Research and
Development Center
(Pittsburgh)

PRINCIPAL INVESTIGATOR:

Charles Perfetti

TARGET AUDIENCE:

Psycholinguists

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project is designed to provide further understanding of the cognitive processes related to language.

Psycholinguistics

ABSTRACT:

Research is being conducted on a number of problems identified by the project in the areas of advanced reading, word decoding, meaning, memory for sentences, syntactic comprehension, and communication.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X	X							X

Learning Research and
Development Center
(Pittsburgh)

Stimulus Control

PRINCIPAL INVESTIGATOR:

James Holland

TARGET AUDIENCE:

Experimental psychologists

COMPLETION DATE:

Ongoing

PURPOSE - OUTCOME:

This project will conduct investigations of basic processes in the establishment of new learning relationships and will use the results of these studies in developing a science of teaching.

ABSTRACT:

Research continues in three areas: 1) errorless discrimination training; 2) the analysis of eye movements in selective attention; and 3) the analysis of "continuous repertoires," a new area concerned with continuous sequences of stimulus and response patterns such as occur in speaking, writing, and learning to play an instrument.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X	X							X

Mid-continent Regional
Educational Laboratory

Development of Inquiry Skills

PRINCIPAL INVESTIGATOR:

Paul Koutnik

TARGET AUDIENCE:

Tenth grade BSCS biology students and teachers; projected audience--students in other content areas

COMPLETION DATE:

1972-73 (for biology emphasis)

PURPOSE-OUTCOME:

The Development of Inquiry Skills seeks to promote a school environment where students actively pursue learning through inquiry.

The central objective of this program is to develop the skills of inquiry and the concomitant attitudes to use these skills in appropriate situations.

ABSTRACT:

By increasing pupil participation in the classroom through the use of inquiry skills materials, pupils are able to foster their own inquiry while the teacher becomes a resource person or classroom manager. The program will consist of teacher-training instructional packages and day-to-day small group self-instructional materials designed to foster the development of inquiry skills in students through team role-playing. In addition, the package will include instrumentation for assessing dimensions of inquiry skillfulness in students.

The project is scheduled for broad field testing beginning with the fall semester of 1971.

The Development of Inquiry Skills model is intended for use in subject fields other than biology, as well as in other grade levels. Development of such applications is intended to follow successful field testing of the program for biology.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Research for
Better Schools, Inc.

Social Encounter and Research
Curriculum for Humanization (SEARCH)

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Kindergarten through 12th grade youngsters

COMPLETION DATE:

No date given

PURPOSE-OUTCOME:

This program is being developed to build a social science program that takes into consideration individual differences.

ABSTRACT:

Through the SEARCH social studies program the student will be able to develop in areas of identity, relationship, power and meaning because of continuing encounters and research of the basic social functions. These social functions include: nurturing; transacting socially; exchanging culturally; interpreting events in time perspective; knowing and using space ecological ; governing processes of self /systems; and consuming, producing, distributing processes self/systems. The student will be able to develop his cognitive and/or affective powers of perceiving, investigating, expressing, reflecting and acting in ways appropriate to his psycho-social development. In addition, the program will enable the teacher to provide opportunities for encountering and researching the substantive and procedural dimensions of social functions by the design of teaching strategies such as: diagnosing, modelling, simulating, innovating, and implementing.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Research for Better
Schools, Inc.

Higher Order
Cognitive Package

PRINCIPAL INVESTIGATOR:

Research for Better
Schools, Inc.

TARGET AUDIENCE:

Elementary school children

COMPLETION DATE: Experimental Development Cycle, now being tested, has been designed to assure product delivery within six years

PURPOSE-OUTCOME:

This package is part of a broadly available, fully programmed, self-instructional, multimedia curriculum for elementary school children, within the Humanizing Learning Program. It can be used in the traditional classroom as well as in individualized classrooms.

ABSTRACT:

The Cognitive Packages, part of a larger curriculum in the Humanizing Learning Program, provide the environment and materials necessary to help children acquire effective higher order cognitive skills including techniques for ordering data, comparing, contrasting, and synthesizing data, plus a variety of strategies for effective problem solving, evaluation, and decision making.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Wisconsin Research &
Development Center for
Cognitive Learning

Elementary Science:
Man and his Environment

PRINCIPAL INVESTIGATOR:

Alan Voelker

TARGET AUDIENCE:

Initially--children in grades 4-6; later--children in grades K-6

COMPLETION DATE:

First version--1976

PURPOSE-OUTCOME:

The project focuses on improving science instruction in the elementary schools in the following ways: 1) by illustrating the interrelationship between science and society with the problems of the environment as the central theme; 2) by drawing together the subject matter areas of science, social studies and environmental management and 3) by providing materials which simultaneously teach concepts and contribute to the improvement of basic skills such as reading.

ABSTRACT:

This program is a response both to the perpetual deficiency in science instruction in the elementary school and to the need for educating elementary children in the concepts of environmental management. The research element of the project focuses on determining which science concepts are appropriate for inclusion in a K-6 science program and developing an evaluation system and corresponding assessment materials for measuring attainment of these concepts. The development element will generate a series of sets of instructional materials in environmental education, with each set focusing on a specific environmental problem such as air pollution. Sets are projected to include a supplemental reader, audiovisual materials to present concepts to poor or non-readers, activities booklets, assessment exercises and materials for teachers.

Specifications for the series of supplementary readers have been written and the major theme, specific concepts, and related reading comprehension and decision making skills for the first readers are now under analysis.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

ALSO SEE:

Organization and Administration

Case Studies of Differentiated Staff Programs 4
Information Assemblage Regarding Differentiated Staffing Programs 5
Experience Survey of Differentiated Staffing Problems 6
Organizational Impact of Data-Based Educational Planning 7
Advanced Educational Planning 11
Data-Based Educational Planning Systems 12
Alternatives for Learning Through Educational Research and Technology (ALERT) 21
Clarifying Environments 27
Classroom Management 28
Developing Behaviorally Engineered Educational Environments 46
Individually Guided Education 47

Systems Approaches

Computer Applications 55
Computer Assisted Instruction 56
Relevant Applications of Computer Technology 57
Computer Assisted Instruction 67

Individually Prescribed Instruction

Science 112
Mathematics 113
Individualized Mathematics System 114
IPI Reading 115
IPI Spelling 116
IPI Handwriting 117
IPI Mathematics 118
Teaching in IPI Mathematics 119
A Manual for Aides in IPI Mathematics 120
IPI Science 121
Analysis of Mathematics Instruction 123
Patterns in Arithmetic 124

Evaluation

Behavioral Objectives Package 129

Early Childhood

Early Learning 145
Perceptual Skills 147
Improving Motor Perceptual Skills 149
Early Childhood Education Programs 150-152

Reading

Printed Language Skills 155
Reading and Language 157
Readers for Cross Cultural Settings 158
Reinforced Readiness Requisites Program 159
Wisconsin Design for Reading Skill Development 160
Basic Prereading Skills 161

Bilingual

Oral Language Program 163
English as a Second Language Program 166
Language Development and Reading Program 167

Disadvantaged

Inservice Training Program for Educational Personnel Working with Occupationally Disadvantaged Youth 171
Instructional Systems Program 173
Guam Education Project 174
Achievement Instructional Materials 175-177
Project Language 178
Peabody Language Development Kit 180
Cross Cultural Communication 185
Multicultural Social Education Program 186
Mathematics Education Program 187
Effective Reinforcement for Achievement Behaviors in Disadvantaged Children 188

Rural - Isolated

Self-Instructional Systems in Vocational Subjects for High School Youth 205
Self-Instructional Systems in Academic Subjects for High School Youth 206
Multimedia Instructional Systems for Elementary Schools 207

Counseling - Guidance

The Development of a Handbook of Vocational Guidance Methods 213
Women's Career Development 215
Implications for Vocational Education 226

Vocational Education

The Development of a Career Oriented, Middle Grade Curriculum 238
Use of Occupational Information in Curriculum Design and Revision 242
Simulation Training Materials for Vocational Education Leadership 251
Pre-American Vocational Association Research Training Sessions 252
A Prototype Differentiated Staffing Pattern in Vocational-Technical Education 253

Vocational Education (continued)

The Relevance of Occupational Experience to Vocational Teaching 256
A Critical Analysis of Alternative Strategies for Curriculum Development in Vocational-Technical Education 260
Identification of Criteria for the Systematic Selection of Curriculum Content 261
Cooperative Development of Professional Education Curricula 263
Understanding the Supervisor's Role 264
Revision of Vocational Education PPBS Training and Related Materials 268
Vocational-Technical Education Program 274

Adult Education

MAPAR Learning Packages for Adults 278
Empleen Ingles 279

Higher Education

Ethnic Studies and Student Characteristics 283
Black Studies Programs as Preparation for the Professions 284
Educational Improvement System 297

Interpersonal Relations

Interpersonal Communication Skills Package 311

Teacher Education

Model Curricula for Vocational and Technical Teacher Education 315
Cross Age Peer Help 346
Language Arts Pilot Study 351
Module Development for Personalized Systematic Instruction 352
Mathematics Module Development 353
Training Studies 364
Microteaching and Intern Data Bank 365-368
Uncertainty Studies 369
Model Teacher Training System 370
Development of Protocol Materials 373
Backgrounds in English 374
Dialects and Dialect Learning 375

Far West Laboratory
for Educational
Research & Development

Minicourse 5
Individualizing Instruction in Mathematics

PRINCIPAL INVESTIGATOR:

Meredith G. Gall

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

Completed

PURPOSE - OUTCOME:

This project was developed to increase the teacher's effectiveness in diagnosis, demonstration of problem-solving procedures, and evaluation of learning during math tutoring sessions; and to increase the amount of time teachers spend in structured tutoring of students' math difficulties.

ABSTRACT:

In five Instructional Sequences, the teacher learns about the basic tutoring sequence; diagnosis of student difficulties; demonstration; assigning practice examples for evaluation; and organizing the classroom for increased tutoring time.

Available from:
Macmillan Educational Services
8701 Wilshire Boulevard
Beverly Hills, California 90211

Price: sale--$1,395; rental--$198.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Learning Research and
Development Center
(Pittsburgh)

Science

PRINCIPAL INVESTIGATOR:

Leopold Klopfer

TARGET AUDIENCE:

Preschool, elementary-grade, and junior high school children

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This project will develop an individualized science curriculum.

ABSTRACT:

A complete individualized science learning system is being constructed in this project. In Levels A through C of the learning system, the child is introduced to various processes of scientific inquiry, and has many opportunities to sharpen his skills in using these processes as he explores in several different areas of science. In the next four levels, corresponding approximately to the intermediate grades, the main focus is on the student's application of his process skills in problem solving and on his accumulation of knowledge and understanding about himself and his environment. In the last three levels of individualized science, H through J, the child carries out genuine investigations, i.e., inquiries where the answers are not known.

Levels A and B, developed in the former Individually Prescribed Instruction Project, are being field tested by Research for Better Schools, Inc. Levels C and D will be tried out at a local school during the current academic year, and Levels E and F during 1971-1972.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X	X	X			

Learning Research and
Development Center
(Pittsburgh)

Mathematics

PRINCIPAL INVESTIGATOR:

C.M. Lindvall

TARGET AUDIENCE:

Preschool and elementary-grade children

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This project will develop an individualized mathematics curriculum.

ABSTRACT:

A curriculum for individualizing mathematics instruction in kindergarten through sixth grade was developed in the former Individually Prescribed Instruction Project. This curriculum, widely disseminated by Research for Better Schools, Inc., covers the following topics: Numeration/Place Value, Addition/Subtraction, Multiplication, Division, Fractions, Money, Time, Systems of Measurement, Geometry, and Applications.

The major focus of this project, in addition to curriculum revision based on data gathered in the field, is the introduction of more exploratory and inquiry activities.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X			X	X	X

Regional Education
Laboratory for the
Carolinas and Virginia

Individualized Mathematics System (IMS)

PRINCIPAL INVESTIGATOR:

J.W. Knight

TARGET AUDIENCE:

Elementary and secondary school teachers and pupils

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

This program is designed to improve mathematics instruction in grades K-6. By 1973, the program will be extended to grades K-9 and later into senior high school.

ABSTRACT:

The Individualized Mathematics System (IMS) is an individualized instructional system developed during the past two years through the cooperation of RELCV, state departments of education, and school systems participating in a three-state regional consortium.

The instructional materials consist of 7,000 self-instructional pages organized into skill folders in a carefully arranged instructional sequence, and a number of manipulative devices. Color, extensive artwork, and familiar frames of reference have been incorporated into the materials to increase student interest. Classroom management procedures emphasize the importance of pupil responsibility for their own learning. Children assist in the management of IMS by locating their own work pages, scoring their own work pages and tests, recording their own performance scores, and even directing their own learning through self-prescription using guidelines contained in the skill folders. Record keeping and reporting procedures have been simplified to enable both parents and children to understand the learning that takes place.

The IMS system has been pilot tested at two levels of instruction in a small number of schools and is being field tested with 10,000 pupils in 29 consortium schools during the 1970-71 school year. Formative evaluation and system revision will be the major program activities during the next 15 months.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Research for Better Schools, Inc.

Individually Prescribed Instruction: Reading

PRINCIPAL INVESTIGATOR:

Research for Better Schools, Inc.

TARGET AUDIENCE:

Elementary school pupils

COMPLETION DATE:

1973

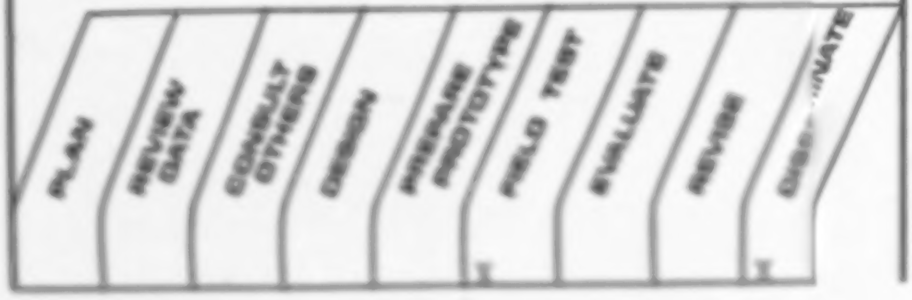
PURPOSE-OUTCOME:

This program's purpose is the development of a total system for individualization.

ABSTRACT:

IPI Reading is designed to permit the individualization of elementary reading. The reading curriculum has been developed by sequencing the specific reading skills that need to be mastered by each youngster. The skills are divided into units and levels of work. The program is designed around a carefully constructed set of objectives which are correlated with diagnostic instruments. Through daily diagnosis and evaluation, a child can be guided through the continuum of skills that he needs to acquire to become a fully comprehending reader.

The IPI Reading Program consists of four stages: In stage one, termed Pre-reading, children are passed respectively through reading readiness and pre-reading activities. In stage two, or Decoding, they translate printed symbols into meaningful sounds. The third stage, Transition, weans the students from programmed reading format to reading format typical of our culture, and the fourth stage, Skills Development and Application, concerns the maintenance, reinforcement, and improvement of skills. These skills are concerned with visual discrimination, auditory discrimination, structural analysis, vocabulary development, literal comprehension, library and related reading. The second part of the fourth stage, application of the skills, is implemented through directed reading activities.



Research for Better Schools, Inc.

Individually Prescribed Instruction: Spelling

PRINCIPAL INVESTIGATOR:

Research for Better Schools, Inc.

TARGET AUDIENCE:

Elementary school pupils

COMPLETION DATE:

1974

PURPOSE-OUTCOME:

The project was designed to develop an instructional program for individualization in spelling and to provide elementary schools with a complete system for individualization.

ABSTRACT:

The IPI spelling program is based on Basic Goals in Spelling, 2nd edition, by William A. Kottmeyer and Kay Ware, published by McGraw-Hill Book Company, 1964.

There are three phases to the spelling program. Phase I consists of that spelling required by IPI reading. At this point children are introduced to Basic Goals in Spelling by being paced through Book 2. They are oriented to the make-up of the book and the terminology employed in IPI. Mastery of this phase signals the start of Phase II.

In Phase II the pupil works through Books 3 through 8 according to prescriptions carefully tailored to his needs. Placement, pre and post, curriculum embedded, final, and retention tests monitor his strengths and weaknesses. Tests, on cassettes, are taken individually in an audio center, scored by aides, then returned to the teacher for her evaluation.

Phase III is a continuation of individual study. The content of this phase is to be found in the "Multi-level speller" by Morton Botel.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	X

Research for
Better Schools, Inc.

Individually Prescribed Instruction:
Handwriting

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Elementary School Pupils

COMPLETION DATE:

1974

PURPOSE-OUTCOME:

The project was designed to develop an instructional program for individualization in Handwriting and to provide elementary schools with a complete system for individualization.

The goal of the IPI Handwriting Program is to help children write in a legible manner.

ABSTRACT:

The IPI Handwriting Program consists of five phases:

Phase I (Readiness) A diagnostic assessment is made using a readiness instrument.

Phase II (Manuscript) Letters of the alphabet are presented in manuscript form. After a pretest, the child is given a prescription for the skills he needs to work on. A posttest is then administered when the specific tasks are completed.

Phase III (Transition) These are the activities a child does when he is making the change from manuscript to cursive writing.

Phase IV (Cursive) The child refines those skills he mastered in Phase III.

Phase V (Application) The skills in this phase have the child work with many styles of writing under a variety of practical settings.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X	X		X

Research for
Better Schools, Inc.

Individually Prescribed Instruction:
Mathematics

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Elementary school pupils

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

The project was designed to develop an instructional program for individualization in Mathematics and to provide elementary schools with a complete system for individualization.

ABSTRACT:

The IPI math system is designed to provide for the progression of individuals at their own rate. Included in the system are 400 objectives which represent the equivalent of eight years of mathematics. Also the system has placement tests, pretests, curriculum embedded tests, posttests, self-instructional materials, a variety of instructional settings, and multimedia modes of instruction; a support system for administrative, teacher, and paraprofessional training; and an informational feedback system designed to measure individual progress and improve the total system.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Research for
Better Schools, Inc.

Teaching in IPI Mathematics

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Teachers in schools using the IPI program

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This program was designed to retrain elementary teachers to assume their role in the implementation of IPI programs.

ABSTRACT:

The training program for teachers is based on the IPI model, and contains six specific sets, each consisting of educational specifications for teachers, pre- and posttests of the behavioral objectives, programmed self-instructional materials, equipment and recommended learning settings. Each set provides four types of activities, such as concept building, related to individualized instruction; analysis and application of the concepts to IPI; practice exercises with IPI skills and materials by working through the math continuum and assuming the various roles of teacher, aide, and student; discussion opportunities for clarification and expression of reactions, and for development and use of group planning skills.

The six sets of training materials are entitled 1) Individualized Instruction and IPI, 2) Behavioral Objectives and the IPI Mathematics Continuum, 3) Diagnosis of Student Achievement, 4) Developing a Prescription (Case Study 1), 5) Developing a Prescription (Case Study 2), and 6) Developing a Prescription (Case Studies 3-4-5).

Teachers trained with these materials are better able to conceptualize a model for individualization and to plan and conduct IPI in their classrooms.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Research for
Better Schools, Inc.

Aiding IPI
A Manual for Aides in IPI Mathematics

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Teacher-aides for Math and Reading in IPI schools

COMPLETION DATE:

Mathematics--1972
Reading--1973

PURPOSE-OUTCOME:

This project is designed to produce a complete self-instructional set of materials to be used by school administrators for training paraprofessionals.

ABSTRACT:

This manual is designed to help the aides in IPI schools to become familiar with as many aspects of their job as possible before actually going to work.

The manuals give general information about individualized instruction and the IPI mathematics and reading programs. It familiarizes the aides with the material which is used in IPI mathematics and reading. It gives the aides practice in the kinds of tasks they will perform when using the IPI record sheets. And, it gives some suggestions for making the aides' job easier.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								x

Research for
Better Schools, Inc.

Individually Prescribed Instruction:
Science

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Elementary school pupils

COMPLETION DATE:

1976

PURPOSE-OUTCOME:

The project was designed to develop an instructional program for individualization in Science and to provide elementary schools with a complete system for individualization.

The program 1) provides the opportunity for self-paced learning of prescribed skills within certain concept areas, 2) provides for socialization, verbalization, relationship of science activities to daily life and promotion of the atmosphere of inquiry, 3) encourages the child to explore his areas of interest and provide remedial activities for those with difficulties, 4) emphasizes investigation through experimentation.

ABSTRACT:

The IPI Science curriculum emphasized both the content and process of science via learning tasks which are correlated with a series of behavioral objectives. Students are located on a learning continuum in various areas of science, through the use of testing instruments. Teachers prescribe materials and setting for each student. Students progress at their own learning rate and interest, conforming to the basic IPI instructional model.

Student activities include: 1) listening to and responding individually to a learning task manipulating a variety of materials in a science kit; 2) teacher directed or student directed small group activity prescribed for a number of individuals who cluster around a given unit; 3) teacher guided independent or small group activity either teacher prescribed or student initiated; and 4) an independent self-initiated activity for a child who wishes to explore a given idea in depth.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X			X	X			X

Research for
Better Schools, Inc.

Administrative Training Program Material

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

IPI participating school administrators

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This project is designed to retrain elementary administrators to assume a major instructional leadership role in the implementation of IPI programs.

ABSTRACT:

The Administrative Training Program materials enable the administrator to: 1) learn the operations and procedures of the IPI system; 2) work with the IPI materials and resources; 3) learn the administrative tasks involved in implementing IPI; 4) develop strategies for training teachers for IPI; 5) develop communication skills useful in IPI; and 6) formulate an implementation plan for the operation of IPI in his school.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Wisconsin Research &
Development Center for
Cognitive Learning

Individually Guided Elementary Mathematics:
Analysis of Mathematics
Instruction

PRINCIPAL INVESTIGATOR:

Thomas A. Romberg
John C. Harvey
James M. Moser

TARGET AUDIENCE:

Teachers of and children in grades K-6

COMPLETION DATE:

First version 1976

PURPOSE-OUTCOME:

The project is intended to incorporate all available knowledge (including the concepts and skills and the related research provided as a result of the development of Patterns in Arithmetic), about mathematics, mathematics instruction and learning into a validated curriculum for individually guided education. The primary product will be an individually guided elementary mathematics curriculum called Developing Mathematical Processes.

ABSTRACT:

Developing Mathematical Processes, the elementary mathematics curriculum formulated from an analysis of mathematics instruction, represents the first serious attempt to incorporate an activity approach to learning in a carefully sequenced program of mathematics instruction. Investigating geometric ideas at all levels of instruction is another innovation. 21 curriculum packages, each of them containing a teacher's manual, materials for children, and criterion-referenced assessment exercises, make up the complete mathematics program for K-6.

The first three packages of arithmetic materials are under evaluation, and seven more are under development. Nine geometry packages are in beginning stages of development and two in probability and statistics are being designed.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Wisconsin Research &
Development Center for
Cognitive Learning

Individually Guided Elementary Mathematics: Patterns in Arithmetic

PRINCIPAL INVESTIGATOR:

Henry Van Engen

TARGET AUDIENCE:

Teachers of and children in grades 1-6

COMPLETION DATE:

1969

PURPOSE - OUTCOME:

This program was designed to provide an instructional program in modern mathematics which solves the problem of inadequate and/or discontinuous mathematics instruction for children, acquaints teachers with new concepts and methods as they are introduced to children, and is relatively inexpensive and adaptable to local needs.

ABSTRACT:

Patterns in Arithmetic (PIA) is a complete television course in modern mathematics, comprised of 336 15-minute videotapes with accompanying workbooks and teacher manuals for each grade 1 through grade 6. In each 15-minute TV lesson, children watch an expert elementary mathematics instructor present a concept; they then perform related exercises. Teachers add to their own knowledge of modern mathematics by seeing the videotapes and using the teacher manuals and student workbooks to organize their own mathematics instruction as partners with the TV teacher. In 1969-70 the videotapes were adapted for audiovisual use, in addition to broadcast use, by the Northwest Regional Educational Laboratory and the National Instructional Television Center.

In each of the four years PIA was under development (1965-1969), it was used by 50,000 to 150,000 children and their teachers. In the 1970-71 year PIA will be used by 389,000 children and 13,000 teachers, mainly in inner city and rural schools. Field testing of PIA has shown it to be effective in raising the achievement of students.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

ALSO SEE:

Organization and Administration

Developing Behaviorally Engineered Educational Environments 46
Individually Guided Education 47

Systems Approaches

Relevant Applications of Computer Technology 57
Computer Assisted Instruction 67

Curriculum - Instruction

Aesthetic Education Program 74
Comprehensive School Mathematics Program 75
Elementary Science Study 76
Elementary Science: Man and His Environment 107

Evaluation

Student Motivation and Engagement in Dyadic Learning Situations 130

Early Childhood

Early Learning 145
Perceptual Skills 147

Reading

Reading and Language 157
The Wisconsin Design for Reading Skill Development 160

Bilingual

Experience Centers Program 164

Disadvantaged

Mathematics Education Program 187

Rural - Isolated

Self-Instructional Systems in Vocational Subjects for High School Youth 205
Self-Instructional Systems in Academic Subjects for High School Youth 206

Vocational Education (continued)

Vocational Education Study 273

Higher Education

Educational Improvement System 297

Teacher Education

Training Studies 364
Backgrounds in English 374
Dialects and Dialect Learning 375

Learning Research and
Development Center
(Pittsburgh)

Measurement and Evaluation

PRINCIPAL INVESTIGATOR:

Anthony Nitko

TARGET AUDIENCE:

LRDC curriculum development staffs

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project supports LRDC's development and implementation of scientifically based instructional design strategies and evaluates the impact of the Center's work on the education of children.

ABSTRACT:

This project designs and constructs testing instruments and procedures for use by the LRDC curriculum development staffs, develops strategies for and conducts summative evaluations of the Center's instructional programs, and carries out a continuing program of research on instructional design and methodology in the areas of subject-matter analysis, test design and construction, and testing programs appropriate for adaptive individualized systems.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Southwestern Cooperative
Educational Laboratory

Quality Assurance Specialist Program

PRINCIPAL INVESTIGATOR:

Janice Lujan

TARGET AUDIENCE:

Schools using SWCEL's Communication Arts Program

COMPLETION DATE:

Now available

PURPOSE-OUTCOME:

The Quality Assurance Program has been initiated to assure SWCEL that its programs and materials are correctly utilized, to provide feedback, and to assist teachers so that children can benefit from Laboratory products.

The quality assurance specialists answer teachers' questions about the programs and also channel informatio to the SWCEL allowing program developers to update and revise their products.

ABSTRACT:

The quality assurance specialists in this program are employees of the local educational agencies. They observe in the classrooms at least monthly and hold not less than six inservice meetings during the year. The classroom observations have two functions: they allow the specialist to provide teachers with constructive feedback with respect to improving teacher performance and also assist SWCEL staff members in identifying circumstances under which the Oral Language Program and Reinforced Readiness Requisites programs are functioning most efficiently.

Primary emphasis of the Quality Assurance Program is in bringing prospective specialists to a given level of proficiency on a program's specific skills, and then maintaining these skills. Periodic assessments are made of the specialist's behavior, and any skills that are not being maintained at criterion level are revalidated through self-instructional material and media.

The specialists must be able to interpret and explain to teachers and administrators all evaluative measures used with the SWCEL programs, the rationale and techniques for the SWCEL programs, and the effect of the SWCEL programs on students as well as completing classroom observations and inservice meetings.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Southwestern Cooperative
Educational Laboratory

PRINCIPAL INVESTIGATOR:

Carmen Timiraos

TARGET AUDIENCE:

Teachers, teacher aides, administrators

COMPLETION DATE:

December 1970

PURPOSE-OUTCOME:

The Behavioral Objectives Package has been developed to provide educators with a tool by which they can determine what they want the student to learn.

Behavioral Objectives Package

ABSTRACT:

The Behavioral Objective Package is designed to enable adult education personnel to apply behavioral objectives to their own teaching. The use of behavioral objectives has two major advantages. First, the student knows exactly what he must do to meet the teacher's expectations. Secondly, the teacher is able to pinpoint what behavior he expects the student to exhibit, and what the student must know before he can meet a particular objective. In this way, the teacher can determine whether or not he has reached his instructional goals.

The package contains slide-tape presentations and a workbook. Six lessons, as well as a pre- and posttest, are included in the workbook, which outlines goals and objectives, the instructional program, the three domains (cognitive, affective, and psycho-motor), entering behaviors, components of a behavioral objective, and how to write behavioral objectives.

Training in the use of the package will be provided by SWCEL's ABE specialists. It requires four hours to present.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Stanford Center for
Research & Development
In Teaching

Student Motivation and Engagement in Dyadic Learning Situations

PRINCIPAL INVESTIGATOR:

R.D. Hess

TARGET AUDIENCE:

School administrators, teachers

COMPLETION DATE:

July 1973

PURPOSE-OUTCOME:

The staff expects to develop methods of measuring pupil motivation and engagement and determining the antecedents in both CAI and human tutors that encourage or dampen student enthusiasm for learning.

ABSTRACT:

The importance of computer-assisted instruction (CAI) to education in general and to teaching in particular lies in the effects variations in teaching techniques have on a cluster of attitudes and beliefs that play a significant role in a student's modes of processing information. Knowledge of the effectiveness of the machine in teaching children from different backgrounds is greatly needed.

This project will proceed with further analysis of individual student motivation in both computer (CAI)-learner and human tutor-learner situations and will attempt to identify specific factors which influence student engagement in dyadic learning situations. Currently, a study is being conducted on the influence of CAI on a student's self-concept, locus of control, and level of aspiration.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

ALSO SEE:

Vocational Education

The Development of an Evaluation System for Occupational Education for State Advisory Councils	230
Development of Standards for Occupational Education	240
Improving the Center's State Evaluation System	245
Pre-American Vocational Association Research Training System	252

Teacher Education

Assessment Instrument Development	354

Appalachia
Educational Laboratory

Early Childhood Education

PRINCIPAL INVESTIGATOR:

Roy W. Alford

TARGET AUDIENCE:

3,4, and 5-year-old children

COMPLETION DATE:

1971: Product developed
1980: Product diffused

PURPOSE-OUTCOME:

This program will provide a home-oriented preschool education program utilizing television, home visitation and mobile classroom instruction.

ABSTRACT:

The objective of this program is to develop an alternative three-year program of preschool education to prepare children at the age of six to perform those tasks expected of the average child at the first-grade level in language, cognition, motor skills, and orienting and attending skills.

The program is divided into two components: Product Development and Product Diffusion.

The objective of the Product Development Component is to develop procedures and materials for providing rural children a preschool education utilizing television, home visitation, and mobile classroom instruction.

The objective of the Product Diffusion Component is to conduct specific activities designed to lead to the implementation of the Early Childhood Education Program in the Appalachian region.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Central Midwestern
Regional Educational
Laboratory

National Program on Early Childhood Education: Part I--Knowledge Base Development

PRINCIPAL INVESTIGATOR:

Wade M. Robinson

TARGET AUDIENCE:

Birth through age 8

COMPLETION DATE:

PURPOSE-OUTCOME:

The National Program on Early Childhood Education (NPECE) is a continuation of the National Laboratory on Early Childhood Education. At present, the NPECE includes a headquarters unit, located at CEMREL, and seven affiliated university based research and development centers.

The objective of the program is to develop comprehensive models for early childhood education that are: 1) appropriate for installation under a variety of conditions, 2) based on the best existing evidence concerning the processes which underlie development of competence, and 3) self-correcting as new knowledge is discovered.

ABSTRACT:

NPECE's Knowledge Base Development Program is directed toward: 1) the systematic synthesis and integration of the current base of knowledge about the processes which underlie the development of competence in children, and 2) the generation of new knowledge to develop an adequate knowledge base about these processes.

Specifically, this portion of the program is addressed to the following areas of investigation: 1) the identification and description of the rate and course of development of those processes central to individual competence which are amenable to educational intervention; 2) the identification and description of the parameters of individual characteristics and behavior which affect the child's development of competence and his educability; and 3) the identification and description of the parameters within the environment which influence the development of competence and educability of the young child.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Central Midwestern
Regional Educational
Laboratory

National Program on Early Childhood Education: Part II--Prototype Development and Applied Experimentation

PRINCIPAL INVESTIGATOR:

Wade M. Robinson

TARGET AUDIENCE:

Birth through age 8

COMPLETION DATE:

PURPOSE-OUTCOME:

The National Program on Early Childhood Education (NPECE) is a continuation of the National Laboratory on Early Childhood Education. At present, the NPECE includes a headquarters unit, located at CEMREL, and seven affiliated university based research and development centers.

The objective of the program is to develop comprehensive models for early childhood education that are: 1) appropriate for installation under a variety of conditions, 2) based on the best existing evidence concerning the processes which underlie development of competence, and 3) self-correcting as new knowledge is discovered.

ABSTRACT:

NPECE's Prototype Development and Applied Experimentation Program is directed toward the application of the knowledge base (extant at a given point in time) to the development and testing of prototypes of alternative programs for Early Childhood Education and systematic experimentation within those prototypes and their components.

Specifically, this portion of the program is addressed to the following areas of investigation: 1) instructional content based on specific goals and objective for each content area; 2) instructional methods and techniques appropriate to each specific content area; 3) development of appropriate, feasible, and cost-effective delivery systems including instructional management systems which define change agent roles, specific record-keeping systems, achievement instruments, etc.; and 4) intervention strategies which combine the above specific components into one system to allow for applied experimentation to evaluate such variables as the pacing of instruction, the relative weights of each of the components, and the effectiveness of the total system.

Knowledge resulting from these investigations and the continuous analysis and assessment of operating intervention strategies across the country will provide the necessary bridge from research to full model development.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Central Midwestern
Regional Educational
Laboratory

PRINCIPAL INVESTIGATOR:

Wade M. Robinson

TARGET AUDIENCE:

Birth through age 8

COMPLETION DATE:

PURPOSE-OUTCOME:

The National Program on Early Childhood Education (NPECE) is a continuation of the National Laboratory on Early Childhood Education. At present, the NPECE includes a headquarters unit, located at CEMREL, and seven affiliated university based research and development centers.

The objective of the program is to develop comprehensive models for early childhood education that are: 1) appropriate for installation under a variety of conditions, 2) based on the best existing evidence concerning the processes which underlie development of competence, and 3) self-correcting as new knowledge is discovered.

National Program on Early Childhood Education: Part III--Model Development

ABSTRACT:

NPECE's Model Development Program is directed toward the programmatic development of 1) alternative comprehensive early education models for urban deprived four- and five-year old children, 2) educational components of day care programs and services, and 3) programs for infants.

Major emphasis of the current investigation and development work of this program is concentrated on assembling the first targeted model for urban deprived four- and five-year old children.

Development and refinement of specifications for the model are based partly on the analysis and assessment of extant or developing models, content, and methods of instruction, as well as input from the Knowledge Base Development and Prototype Development programs of NPECE to insure the comprehensiveness of the model as it is assembled for pilot testing and subsequent field testing.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Central Midwestern
Regional Educational
Laboratory

National Program on Early Childhood Education:
Part IV---Model Demonstration and
Installation

PRINCIPAL INVESTIGATOR:

Wade M. Robinson

TARGET AUDIENCE:

Birth through age 8

COMPLETION DATE:

PURPOSE-OUTCOME:

The National Program on Early Childhood Education (NPECE) is a continuation of the National Laboratory on Early Childhood Education. At present, the NPECE includes a headquarters unit, located at CEMREL, and seven affiliated university based research and development centers.

The objective of the program is to develop comprehensive models for early childhood education that are: 1) appropriate for installation under a variety of conditions, 2) based on the best existing evidence concerning the processes which underlie development of competence, and 3) self-correcting as new knowledge is discovered.

ABSTRACT:

NPECE's Model Demonstration and Installation Program is currently in the planning stage. First priority in the program will be the development of procedures for demonstration of the first targeted model for urban deprived four- and five-year-old children.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Central Midwestern
Regional Educational
Laboratory

National Program on Early Childhood Education: Part IV---Model Demonstration and Installation

PRINCIPAL INVESTIGATOR:

Wade M. Robinson

TARGET AUDIENCE:

Birth through age 8

COMPLETION DATE:

PURPOSE-OUTCOME:

The National Program on Early Childhood Education (NPECE) is a continuation of the National Laboratory on Early Childhood Education. At present, the NPECE includes a headquarters unit, located at CEMREL, and seven affiliated university based research and development centers.

The objective of the program is to develop comprehensive models for early childhood education that are: 1) appropriate for installation under a variety of conditions, 2) based on the best existing evidence concerning the processes which underlie development of competence, and 3) self-correcting as new knowledge is discovered.

ABSTRACT:

NPECE's Model Demonstration and Installation Program is currently in the planning stage. First priority in the program will be the development of procedures for demonstration of the first targeted model for urban deprived four- and five-year-old children.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Education
Development
Center

Early Childhood Education Study

PRINCIPAL INVESTIGATOR:

Allan Leitman

TARGET AUDIENCE:

Administrators and planners of programs for preschool and kindergarten children

COMPLETION DATE:

PURPOSE-OUTCOME:

This study is in its fourth year of assisting in the planning and development of learning environments for preschool and kindergarten children. Underlying its program is the belief that teachers, parents, children, and community groups should play an active role in shaping classroom activities as well as the materials, equipment, and the spaces in which learning takes place.

ABSTRACT:

The workshop program, which constitutes the core of ECES activities, has expanded over the past year from EDC headquarters to regional centers supported in whole or in part by ECES.

The workshops are designed to help teachers develop materials for the preschool and elementary classes. ECES also has a staff architect who is available to assist in environmental design.

ECES is preparing a number of "Occasional Papers," which provide bibliographies, reprints, and articles pertinent to education. They have also begun to publish a series of "Single Sheets," which suggest ideas and activities to explore with young children. Requests for these should be addressed to:

Early Childhood Education Study
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

Follow Through Project

PRINCIPAL INVESTIGATOR:

Frank Watson

TARGET AUDIENCE:

Administrators and teachers for the primary level

COMPLETION DATE:

PURPOSE-OUTCOME:

The EDC Follow Through Project, strongly influenced by recent reforms in English primary schools, is developing an advisory system to help schools fashion a more flexible and open program at the primary level.

ABSTRACT:

EDC Follow Through advisors are working with teachers and administrators of schools in ten different communities, throughout the country, providing assistance in teacher training and in the development and acquisition of new materials for primary education.

The aim of these programs is to coordinate Head Start and Follow Through programs in these communities so that there will be a consistent philosophy and style of education throughout the early childhood years.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Far West Laboratory
for Educational Research
and Development

Early Childhood Education Program:
Responsive Model Head Start
Teacher Training Program

PRINCIPAL INVESTIGATOR:

Glen Nimnicht
Betty H. Tuck

TARGET AUDIENCE:

Head Start delegate agencies

COMPLETION DATE:

Second field test will be completed June 30, 1971

PURPOSE-OUTCOME:

This program will produce a training package for teachers of young children both for program content and for teacher training techniques.

The central idea of this program is that a school environment should be designed to respond to the learner. The activities within the environment are self-rewarding and do not depend on rewards or punishments unrelated to the activity.

ABSTRACT:

The major objectives of this program are to help children develop a healthy self-concept as it relates to learning in the school and in the home; and to develop their intellectual ability, specifically, the ability to solve problems.

The learning environment that is advocated in this program satisfies the following conditions: it permits the learner to explore; it informs the learner immediately about the consequences of his actions; it is self-pacing, with events occurring at a rate determined by the learner; it permits the learner to make full use of his capacity for discovering relations of various kinds; and, its structure is such that the learner is likely to make a series of interconnected discoveries about the physical, cultural, or social world.

The curriculum focuses on the process of helping children learn how to learn rather than on specific subject matter content.

The Inservice Training Program is designed around training local program advisors who train ten teachers and ten assistants. The Laboratory provides training materials for the teachers and assistants and training guides for the program advisors.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Far West Laboratory
for Educational Research
and Development

Early Childhood Education Program:
Responsive Model Follow Through Program

PRINCIPAL INVESTIGATOR:

Glen Nimnicht

TARGET AUDIENCE:

Primary, (but not restricted to) low income students, grades K-3

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This program is designed to develop a model responsive educational system that will serve at least 90 percent of the children from ages 3 to at least age 9.

ABSTRACT:

The major objectives of this program are to help children develop a healthy self-concept as it relates to learning in the school and in the home; and to develop their intellectual ability, specifically, the ability to solve problems.

This Inservice Teacher Training Program is similar to the Laboratory's Responsive Model Head Start Training program but this is aimed at teachers involved in Follow Through programs.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X		X	X	X		*

*The different areas of development illustrate the different levels of educational concentration (e.g., K, grade 1, training programs, etc.)

Far West Laboratory
for Educational Research
and Development

Early Childhood Education Program:
Parent/Child Toy Library

PRINCIPAL INVESTIGATOR:

Glen Nimnicht
Edna Brown

TARGET AUDIENCE:

Parents of children ages 3-9

COMPLETION DATE:

December, 1971

PURPOSE-OUTCOME:

This project is designed to establish toy libraries and train parents for participation in the education of their children.

Specific objectives include 1) helping the child develop a positive self-image; 2) aiding the child's intellectual development; 3) aiding the child's intellectual abilities by improving the interaction between parents and children in aspects of cognitive development; and 4) participating in the dicision-making process that affects the education of their children.

ABSTRACT:

The focus of this project is on working with parents rather than directly with children.

An Educational Toy Library which will include the set of original toys and learning episodes, other commercial toys with learning episodes, slide/sound sets to demonstrate the use of ten of the toys, a card catalog system and an outline of a two-week training program for individuals who will conduct the course and operate the library will be available. In addition, a book will be prepared for parents on how to use the games and toys with their children.

The parents meet once a week for ten weeks. Each time they learn some general principle of child growth and development, see a demonstration of how to use a toy or game with their children, practice its use, and then take it home. After ten weeks they can continue to use the Educational Toy Library as long as they like.

The program is designed to serve children from low income homes and different cultural and ethnic groups. The program emphasizes flexibility in various ways: 1) in the procedures for responding to individual children; 2) in the range and difficulty levels of the materials used; 3) current materials have little or no cultural bias, but local groups can add culturally relevant materials; and 4) the parents can make choices, for example, they can choose to have English taught as a second language or have a bilingual program or use some other language.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Far West Laboratory
for Educational Research
and Development

Early Childhood Education Program:
Responsive Model Learning Booth

PRINCIPAL INVESTIGATOR:

Glen Nimnicht
Joan Abbey

TARGET AUDIENCE: primarily kindergarten and 1st grade children of participating Follow Through districts

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

The purpose of this project is to help children learn to solve problems and find answers by themselves.

Most problems presented in the booth are about reading but teaching reading is not the main purpose of the booth. If a child also learns to read while he is learning how to solve problems, that is a bonus.

ABSTRACT:

A child will learn how to learn if a booth attendant does not question him, but answers his questions and responds to him and his actions. In this way, children are likely to make discoveries about the typewriter and letters and numerals. But more important, he is likely to develop the confidence to tackle problems and the skills to solve them.

The booth is called a "responsive environment" because the typewriter shows and the attendant says what the child does. In the booth, no threats or punishments are used, nor is the child rewarded. A child is allowed to choose to come to the booth. He is not required to stay for a set time. He should come because the booth experience itself is rewarding.

A Guide for Learning Booth Attendants has been developed to enable booth attendants to use the Learning Booth as an integral part of the learning experience. A senior booth attendant for each district has attended a one-week workshop at the Laboratory. This person trains and supervises the other booth attendants in the districts.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Far West Laboratory
for Educational
Research & Development

Minicourse 2
Thought and Language: Skills for Teaching Primary Children with Minimal Language Experience

PRINCIPAL INVESTIGATOR:

Betty Ward

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

Course completed

PURPOSE-OUTCOME:

This project was developed to increase teacher skills that encourage the acquisition of language.

ABSTRACT:

In five instructional sequences the teacher develops skills in extending the language and thought of primary children; introducing and providing practice in the use of new language patterns; facilitating the meaning associated with the learning and use of positional words; increasing the children's ability to describe and classify objects; and increasing children's ability to identify and describe action.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Far West Laboratory
for Educational
Research & Development

PRINCIPAL INVESTIGATOR:

Betty Ward

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

R&D cycle completed

PURPOSE-OUTCOME:

This project was developed to provide preschool and primary teachers with a set of skills that will make it possible for them to instruct, uninterrupted, a group of five children for ten minutes while the remaining 20 or more children work independently.

Minicourse 8
Organizing the Primary Classroom for Independent Learning and Small Group Instruction

ABSTRACT:

In four Instructional Sequences the teacher develops skills in establishing the concept of working independently; helping pupils develop skill in solving problems that occur during independent work periods; developing teacher-learner expectations for delayed teacher response to pupil work; and combining independent work, problem-solving, and delayed response into a learning environment using independent activity and small group instruction.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Learning Research and
Development Center
(Pittsburgh)

Early Learning

PRINCIPAL INVESTIGATOR:

Margaret Wang

TARGET AUDIENCE:

Preschool and primary grade children

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project was designed to develop instructional materials and environments suitable for the education of children from ages three through eight.

ABSTRACT:

This project concentrates on: 1) the development of prescriptive curricula that are preparatory to existing LRDC Individually Prescribed Instruction (IPI) programs and to individualized programs for the elementary grades currently being developed by the Center, and 2) the development of exploratory environments and learning materials designed to foster the young child's fullest cognitive and social development. Most of the project's work began as part of the former Primary Education Project (PEP), aimed at developing an individualized program for preschool children in an urban setting.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X	X	X	X		

Learning Research and
Development Center
(Pittsburgh)

Follow Through

PRINCIPAL INVESTIGATOR:

Warren Shepler

TARGET AUDIENCE:

School-associated personnel in Follow Through communities

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project is designed to train school staffs in the competencies and skills necessary to operate an individualized instructional model.

ABSTRACT:

LRDC is serving as a program sponsor for four school systems implementing Follow Through, an early childhood education program designed to reinforce and extend the gains made in Head Start and other prekindergarten programs. The four school systems are located in Montevideo, Minnesota; Randolph County, West Virginia; Lock Haven, Pennsylvania; and Akron, Ohio.

A major goal of LRDC's participation is to train school-associated personnel from these Follow Through communities in the implementation of Center-developed individualized instructional materials. Fourteen supervisors/educational specialists, 62 teachers, and 41 aides have been trained. A total of 1,514 students will utilize materials with the assistance of these personnel. The Center is also working with two Pittsburgh schools, Homewood and Manchester, as part of a Title I project.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Learning Research and
Development Center
(Pittsburgh)

PRINCIPAL INVESTIGATOR:

Jerome Rosner

TARGET AUDIENCE:

Preschool and elementary grade children

COMPLETION DATE:

1973

PURPOSE-OUTCOME:

This project will produce an individualized perceptual skills curriculum.

Perceptual Skills

ABSTRACT:

The primary objective of this project is to produce an effective and manageable perceptual skills curriculum that can be implemented in a classroom setting. The purpose of the curriculum is to provide classroom teachers with an organized method for teaching those skills assumed by the more formal curricula of reading, spelling, and mathematics. The first complete version of the curriculum has been installed in individualized classrooms at local elementary schools. Four general areas are covered: General-Motor, Visual, Auditory, and Integrative.

A secondary, long-range objective of the project is to develop alternative instructional methods and materials that accommodate to the needs of children whose perceptual dysfunction persists despite intervention.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X	X		

Learning Research and
Development Center
(Pittsburgh)

Children's Learning Research

PRINCIPAL INVESTIGATOR:

Lauren Resnick

TARGET AUDIENCE:

Personnel engaged in curriculum design and implementation

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project will conduct detailed experimental analyses of problems originating directly from LRDC's curriculum design and implementation efforts.

ABSTRACT:

Studies will be continued to identify critical components and prerequisites of skills and concepts specified in LRDC's early learning curriculum, to analyze learning difficulties and transfer characteristics of early cognitive behaviors, and to define parameters of reinforcement operating in an early learning environment. Specific topics to be investigated by the project include: 1) the development of "rhythmicity" in young children and its relation to the development of general auditory skills and to initial counting skills, 2) the acquisition of the ability to seriate, and 3) the types of reinforcers best able to maintain extended task-oriented behavior in young children.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X	X							X

Northwest Regional
Educational Laboratory

Improving Motor-Perceptual Skills and Coordinated Helps in Language Development

PRINCIPAL INVESTIGATOR:

Intercultural Program staff

TARGET AUDIENCE:

Kindergarten children

COMPLETION DATE:

Now available

PURPOSE-OUTCOME:

Special materials were developed in this activity, a part of the Intercultural Program, to increase the skills of disadvantaged children in the areas of motor perception and communication.

The result of using these materials with kindergarten students is increased prereading skills and expanded abilities for verbal expression.

ABSTRACT:

Two teacher's guides have been developed for use with kindergarten children.

The 121-page manual, "Individualized Motor-Perceptual Skills," presents procedures for conducting 32 activities to develop skills of kindergarten children in a prereading program. Units are grouped into four areas: General Coordination, Balance, Body Image, and Eye-Hand Coordination.

"Coordinated Helps in Language Development" includes 75 curriculum units to develop skills of kindergarten children to express themselves. Units are grouped into 11 areas: Hear and Speak Words Clearly, Increase Vocabulary, Extend Meanings, Expand Language Patterns, Convey Ideas, Express Feelings, Classify Things, Relate Experiences, Convey Imagination, Solve Problems, and Reason Abstractly.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Southwest Educational
Development Laboratory

Early Childhood Education Program

PRINCIPAL INVESTIGATOR:

Mrs. Shari Nedler

TARGET AUDIENCE:

Economically and experientially disadvantaged Mexican American, Black, and Anglo children, ages 3-5

COMPLETION DATE:

Ready for field test
September 1971

PURPOSE-OUTCOME:

The purpose of this program is to develop cognitive, sensory-perceptual, language and inter- and intra-personal skills in the target population during the generally acknowledged ages of optimum learning.

This program consists of two major segments: a sequential, structured, bilingual program for children aged three through five; and a structured bilingual program for five-year-olds who have had no previous schooling. The former segment is described here.

ABSTRACT:

This segment of the Early Childhood Education Learning System provides both curriculum and teacher training materials for a complete sequential program for disadvantaged children, ages three through five.

The program includes materials in Spanish as well as English, and these materials are used bilingually with Spanish-speaking populations. The program includes five training areas: Thinking and Reasoning, Auditory Training, Language Skills, Visual Skills, and Motor Skills.

While traditional programs generally emphasize the physical, social, and emotional development of the child, the Laboratory program additionally provides for intellectual development with a planned curriculum adapted to the age and ability of the children.

The Early Childhood Education Learning System includes curriculum materials, teaching strategies, and materials for parents to use in teaching their children at home in areas that correspond to what they are being taught in school.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X*			

X* Pilot Test

Southwest Educational
Development Laboratory

Early Childhood Education Program

PRINCIPAL INVESTIGATOR:

Mrs. Shari Nedler

TARGET AUDIENCE:

Economically and experientially disadvantaged Mexican American, Black, and Anglo children, age 5

COMPLETION DATE:

Ready for pilot test by September 1971

PURPOSE-OUTCOME:

The purpose of this program is to develop cognitive, sensory-perceptual, language and inter and intrapersonal skills in the target population during the generally acknowledged ages of optimum learning.

This program consists of two major segments: a sequential, structured, bilingual program for children aged three through five; and a structured bilingual program for five-year-olds who have had no previous schooling. The latter segment of the program is described here.

ABSTRACT:

This segment of the Early Childhood Education Learning System is developing a program for five-year-olds who have had no previous educational intervention.

The program includes materials in Spanish as well as English, and these materials are used bilingually with Spanish-speaking populations. The program includes five training areas: Thinking and Reasoning, Auditory Training, Language Skills, Visual Skills, and Motor Skills.

While traditional programs generally emphasize the physical, social, and emotional development of the child, the Laboratory program additionally provides for intellectual development with a planned curriculum adapted to the age and ability of the children.

The Early Childhood Education Learning System includes curriuculum materials, teaching strategies, and materials for parents to use in teaching their children at home in areas that correspond to what they are being taught in school.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Southwest Educational
Development Laboratory

Early Childhood Education Program

PRINCIPAL INVESTIGATOR:

Mrs. Shari Nedler

TARGET AUDIENCE: Economically and experientially disadvantaged Mexican American, Black, and Anglo children.

COMPLETION DATE:

Ready for pilot test by September 1971

PURPOSE-OUTCOME:

The purpose of this program is to develop cognitive, sensory-perceptual, language and inter and intrapersonal skills in the target population during the generally acknowledged ages of optimum learning.

This program includes Ethnic Awareness materials in its curriculum package.

ABSTRACT:

The Ethnic Awareness materials in this program consist of a 76-page Spanish and English guidebook, Paso a Paso Con Los Niños, which describes 33 games, songs, and/or dances for preschool children based on traditional Mexican American folktales and songs. The guidebook is accompanied by a 50-minute audio tape presenting songs for the activities and games.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

ALSO SEE:

Organization and Administration

Clarifying Environments	27
Motivation and Individual Differences in Learning and Retention	50
Variables and Processes in Cognitive Learning	51

Curriculum - Instruction

Aesthetic Education Program	74
Comprehensive School Mathematics Program	75
Elementary Science Study	76
Higher Order Cognitive Package	106

Individually Prescribed Instruction

Individualized Mathematics System	114
Individually Guided Mathematics: Analysis of Mathematics Instruction	123
Patterns in Arithmetic	124

Reading

Printed Language Skills	155
Readers for Cross Cultural Settings	158
Reinforced Readiness Requisites Program	159
Basic Prereading Skills	161

Bilingual

Oral Language Program	163
Experience Centers Program	164
Cultural Heritage Review Units	165

Disadvantaged

Instructional Systems Program	173
Achievement Instructional Materials	175-177
Project Language	178
Karnes Ameliorative Program	179
Peabody Language Development Kit	180

Influence Groups

Pilot Communities 307

Interpersonal Relations

Interpersonal Communication Skills Package 311

Teacher Education

Role Theory Analysis of Peer-Teaching Techniques 377

Appalachia
Educational Laboratory

Printed Language Skills

PRINCIPAL INVESTIGATOR:

E.B. Coleman

TARGET AUDIENCE:

Preschool Children

COMPLETION DATE:

——

PURPOSE-OUTCOME:

This program will produce instructional animated cartoons in which selected words pulsate on the screen as they are pronounced.

ABSTRACT:

In the case of the early, printed language skills, well organized bodies of basic scientific knowledge are available. By using this research to select and sequence the language units to be taught and by preparing the instructional material in the form of animated cartoons, it was possible for the Laboratory to prepare a progression that begins with material simple enough that a preschooler can begin to learn to read after only a few minutes of instruction. The material is presented as an animated cartoon in which the words to be read by the child expand on the screen as they are pronounced by the cartoon character.

It was found possible to bypass low order skills and to teach the high order skill of reading in the first lesson. Thus, the Laboratory constructed a progression of 20 lessons that increases in difficulty so gradually that a preschooler is expected to be able to teach himself the concepts underlying reading, spelling, phonics, and printing as he reads these animated cartoons.

Specific products will be 20 television lessons which will be inserted into the Early Childhood Education Program for field testing.

On a national level, the 20 lessons are designed to serve as models from which educational publishers will be encouraged to develop a daily broadcast throughout the year.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Far West Laboratory
for Educational
Research & Development

Minicourse 18
Teaching to Increase Reading Proficiency

PRINCIPAL INVESTIGATOR:

Betty Ward

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This project was initiated to develop teacher skills in the use of instructional procedures that improve student learning in the area of reading.

ABSTRACT:

In five Instructional Sequences the teacher develops skill in teaching grapheme recognition, helping pupils establish grapheme-phoneme correspondence, helping pupils associate and discriminate symbol-sound correspondences when units of two or more letters are involved, helping pupils use syntactic clues and clues based upon familiar semantic content to decode unknown words, and developing teacher and pupil skill in the application of the decoding skills above in a problem-solving strategy.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Learning Research and
Development Center
(Pittsburgh)

Reading and Language

PRINCIPAL INVESTIGATOR:

Isabel Beck

TARGET AUDIENCE:

Preschool and elementary grade children

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This project will develop an individualized reading and language curriculum.

ABSTRACT:

The objective of this project is to develop a two and one-half year primary grade reading-language program and an intermediate program extending through grade six. The primary program will consist of a basic skills program based on previously developed LRDC early reading programs for conventional and Individually Prescribed Instruction (IPI) classrooms and of three supporting programs (Writing, Look-Alongs, and Read-Alongs). Look-Alongs are for kindergarteners and early first-graders and Read-Alongs for children with reasonably well established decoding skills. Both consist of selected library and trade books recorded on cassettes. Look-Alongs will be introduced in a local classroom in 1971; Read-Alongs are being tried out during the current academic year.

The intermediate program will be comprised of a basic skills continuum; Selected and Directed Reading programs designed to insure the child's attention to a wide range of books, while developing comprehension and discussion skills; and of a Library and Reference Skills Program. The basic continuum and Directed Reading are being disseminated, and Selected Reading field tested by Research for Better Schools, Inc. The library program is being tried out at a local school.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X	X	X			X

Northwest Regional
Educational Laboratory

Reading and Language Development For Cross-Cultural Settings

PRINCIPAL INVESTIGATOR:

Virginia Jones

TARGET AUDIENCE:

Children in Alaskan village settings and in inner city areas

COMPLETION DATE: Alaskan Readers--Levels 1-3 in 1971; Levels 4-7 in 1972; Levels 8-11 in 1973; Urban Readers --in planning

PURPOSE-OUTCOME:

The immediate goal of this activity, a part of the Intercultural Program, is to develop instructional materials and language arts systems that utilize the cultural base as a point of departure. The impact on pupils who use the materials include: improved abilities to communicate verbally in the English language; ability to read, write, and spell; an ever increasing ability to work independently; expansion of concepts from known to unknown; development of pride in being part of a pluralistic society; and increased use of higher level thinking skills.

ABSTRACT:

A model reading and language development system is utilized to develop materials for teaching students from different cultural backgrounds to read, write, and speak English.

Features of the model include: 1) a system of reading levels to enable pupils to work at differing rates; 2) use of semiprogrammed materials to give the student more independence and permit the teacher to individualize instruction; 3) incorporation of the Graphoneme Concept to simplify the task of learning to read, first introducing children to "regular" words and postponing the teaching of irregularities until later in the program; 4) story content and illustrations designed to lead students from an understanding of their own environment to an understanding of the United States and then to the world.

Materials are being developed to implement the model in the rural Alaskan setting. Materials for grades 1-3 include: 1) a 12-level continuum each consisting of a story book, workbook, and teacher's manual; 2) alphabet, object, rhyming, and word cards; 3) reading readiness materials; 4) Alaskan Holiday Book; 5) Reading and Language Development Resource Book for Teachers; 6) transparency kit; 7) encoding and decoding cards; 8) audiotapes; and 9) Creativity Book.

Comparable materials are planned for use in inner city schools.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X			X***		X**		X*	

X--Urban Readers
X*--Alaskan Readers (levels 1-3)
X**--Alaskan Readers (levels 4-7)
X***--Alaskan Readers (levels 8-11)

Southwestern Cooperative
Educational Laboratory

Reinforced Readiness Requisites Program

PRINCIPAL INVESTIGATOR:

Madeleine Speiss

TARGET AUDIENCE:

Culturally diverse kindergarteners and first graders

COMPLETION DATE:

Now available

PURPOSE-OUTCOME:

The Reinforced Readiness Requisites Program was developed to impart necessary feelings of success and achievement in the culturally divergent child through a system of reinforcement techniques for desired learning behaviors.

ABSTRACT:

Basic concepts of the 145 Reinforced Readiness Requisites Lessons were designed for kindergarten and first grade culturally divergent children, and include material on fundamental vocabulary, word meaning, listening, numerical concepts, discrimination of word sounds, and right-to-left discrimination.

Used 7 to 10 minutes a day by the teacher for the whole class, the RRR lessons utilize toys, then tokens, and finally the tapering off of both toys and tokens. The child is taught to postpone a reward by gradually increasing the period between tangible rewards.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Wisconsin Research &
Development Center for
Cognitive Learning

PRINCIPAL INVESTIGATOR:

Wayne Otto

TARGET AUDIENCE:

Teachers of and children in grades K-6

COMPLETION DATE:

First version--1975

PURPOSE-OUTCOME:

This program is designed to help children achieve independence in reading at an early age by providing teachers with an instructional design which systematically a) describes the various reading skills and related behavioral objectives, b) provides criterion-referenced tests for assessing children's mastery of the skills, from kindergarten forward, c) organizes each child's instruction around his proficiencies and deficiencies and d) provides for continuous assessing and teaching for skill development.

The Wisconsin Design for
Reading Skill Development

ABSTRACT:

This program is organized into six skill areas: Word Attack, Comprehension, Study Skills, Self-Directed Reading, Interpretive Skills, and Creative Skills. The Word Attack Skills Program consists of the following major elements, all under development copyright: Rationale and Guidelines (132-page overview of the design); Teacher's Planning Guide--Word Attack; Machine-Scorable Test Booklets--Word Attack; Test Administrator Manuals--Word Attack; Teacher's Resource File --Word Attack; Student Profile Cards--Word Attack.

The Word Attack materials underwent formative evaluation during 1968-70 and resulted in a reduction in pupil skill deficiencies and an increase in level of reading achievement. The program is being field tested in cooperation with the Southwest Regional Educational Laboratory in 50 elementary schools in five states in the 1970-71 school year. The Study Skills and Comprehension areas are projected for similar field testing in the 1971-72 school year.

National Computer Systems, Minneapolis, is producing and distributing the materials during field testing and also is scoring the tests.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X	X			

Wisconsin Research &
Development Center for
Cognitive Learning

Basic Prereading Skills: Identification and Improvement

PRINCIPAL INVESTIGATOR:

Richard L. Venezky
Robin Chapman

TARGET AUDIENCE: Primarily 5-6 year olds showing skill deficits; secondary audience 4-5 and 6-7 year olds showing skill deficits

COMPLETION DATE:

First version--1976

PURPOSE-OUTCOME:

Research has shown that deficits in skills needed for reading can be detected before children enter first grade. Developing instructional procedures for overcoming these deficits, especially for kindergartners is the purpose of this project. Expected products will be 1) a predictive and diagnostic test battery for visual and acoustic prereading skills for beginning kindergartners and 2) management procedures and instructional materials for a kindergarten instructional program in visual and acoustic skills.

ABSTRACT:

In this program, tests and instructional programs will be developed for visual and acoustic skills, including letter and letter string matching with attention to order, orientation and detail, and acoustical matching, segmentation and blending.

The strategy for each of these subskills will be to develop assessment procedures for entering kindergartners, to identify the deficits, and then to develop and evaluate instructional procedures for overcoming them.

Product-moment correlations and a multiple regression analysis will be used to evaluate the independent contribution of each subskill to first-grade reading achievement; skills not making significant contributions to the multiple regression equations will, in general be excluded from further investigation. Instructional components developed will be evaluated for success both by specific criterion tasks and by the effect of their use on later reading achievement.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

ALSO SEE:

Individually Prescribed Instruction

IPI Reading	115

Early Childhood

Minicourse 2: Thought and Language	143
Perceptual Skills	147
Improving Motor-Perceptual Skills	149

Bilingual

Language Development and Reading Program	167

Disadvantaged

Project Language	178
Wisconsin Design: Word Attack	181
Wisconsin Design: Study Skills	182

Urban Education

SPUR (Social Participation Through Understanding and Reading)	195

Adult Education

Adult Basic Education: Math and Reading	277

Teacher Education

Backgrounds in English	374

Southwestern Cooperative
Educational Laboratory

Oral Language Program

PRINCIPAL INVESTIGATOR:

Helgi Osterriech

TARGET AUDIENCE:

Non-English speaking Indian and Mexican American children from ages five to seven

COMPLETION DATE:

Now available

PURPOSE-OUTCOME:

This program teaches English to the non-English speaking Indian and Mexican American child. The program is aimed at providing these children with facility in speaking and understanding English.

ABSTRACT:

Since SWCEL's philosophy dictates that training must precede usage of any Laboratory program, teachers are instructed in the correct use of the 150 Oral Language Program (OLP) lessons and accompanying materials at inservice institutes. In addition to providing instruction in classroom techniques, the institutes also seek to alert the teachers to the problems of children from culturally diverse backgrounds.

The OLP is designed to be used daily by one teacher with groups of up to ten children, ages five to seven. Each lesson is about 25 minutes long. In addition, the teacher encourages the children to use OLP sentence patterns at other times during the day. The early lessons consist of short and simple conversations. Later lessons progress to longer, more intricate patterns of speech and conversation.

Data from the 1969-70 OLP field trials have been compiled and analyzed. Results indicate that the OLP achieved its objective in the case of children who entered school with an inadequate knowledge of English. Evaluation of the program will be continued during the 1970-71 school year. SWCEL will monitor the activities of some 5,400 students using the OLP in 180 classrooms in New Mexico, California, Arizona, Nebraska, Oklahoma, and Texas during the current school year.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Southwestern Cooperative
Educational Laboratory

Experience Centers Program

PRINCIPAL INVESTIGATOR:

Mavis Martin

TARGET AUDIENCE:

Culturally divergent preschool and first grade children

COMPLETION DATE:

Not projected

PURPOSE-OUTCOME:

The Experience Centers Program supplements SWCEL's Oral Language Program through activities which encourage the culturally divergent child to develop reasons and skills for talking and reading in English.

ABSTRACT:

The Experience Centers Program provides generous life and language experiences for growth in both speaking and reading English. The program encourages the child to use expressive language, teach sound and sight discriminations, vocabulary and cognitive growth, and develop reasons for talking and reading.

SWCEL presently is working on a variety of materials to develop these skills. One of these is a series of activities designed for independent readiness. The activities are sequenced and catagorized by basic skills. They are game-like, manipulative, individually boxed, and can be made easily and inexpensively by the teacher, teacher aide, or parent.

A major component of this program is the development of procedures and materials for the installation of experience centers and for curriculum contact to be used in experience centers in the classroom. The experience center lessens the "cultural shock" often experienced by the minority child on entering school. These are places where oral and written language is purposively used, where conceptual development is encouraged by exploration, and where asking and answering questions on ever more complex levels is an intentional activity. Many, or a few, different centers may operate simultaneously as pupil/teacher needs change or develop.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Southwestern Cooperative
Educational Laboratory

Cultural Heritage Review Units

PRINCIPAL INVESTIGATOR:

Robert Ebert

TARGET AUDIENCE:

Non-English speaking, Spanish speaking and Navajo speaking children, ages five through seven

COMPLETION DATE:

November 30, 1970

PURPOSE-OUTCOME:

The Cultural Heritage Review Units augment SWCEL's Oral Language Program for teaching basic oral English to the non-English speaking child. Based on authentic folktales and legends relevant to the Navajo and Spanish speaking child, these units review structural patterns found in the Oral Language Program.

ABSTRACT:

The Cultural Heritage Review Units have been especially designed for Spanish and Navajo speaking youngsters ages five through seven. There are three units in each of the two sets, and each is designed to review a portion of SWCEL's Oral Language Program. Lessons contained in the units are based on culturally relevant folktales.

Flannel cutouts of the characters in each folktale are handed out to the children so that they may relate to the story. A recorded filmstrip of the entire folktale also is included with each unit so that the children may see, hear, and discuss it using the vocabulary they have learned.

SWCEL institutes instruct teachers on the correct cultural use of the Cultural Heritage Review Units and accompanying materials. Both sets are currently being pilot tested in classrooms.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Southwestern Cooperative
Educational Laboratory

English as a Second Language Package

PRINCIPAL INVESTIGATOR:

Carmen Timiraos

TARGET AUDIENCE:

Teachers of under-educated, non-English speaking adults

COMPLETION DATE:

December 1970

PURPOSE-OUTCOME:

SWCEL's English as a Second Language Package has been designed to meet the needs of adult education teachers by providing them with instruction in the audio-lingual method.

ABSTRACT:

The English as a Second Language Package is designed so that the teacher can relate the instruction to the specific needs of his students. Emphasized is the audio-lingual approach--listening and repeating--since this most closely approximates the way the native learns his own language.

Materials demonstrate effective, validated methods and techniques of audio-lingual instruction for the teacher to practice. An instructional cycle is outlined to show necessary steps to program development.

Audio-lingual techniques included in the package incorporate substitution drills, conversion drills, and addition drills as well as pronunciation tests, picture tests for listening comprehension, grammar tests, and reading tests.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Southwest Educational
Development Laboratory

Language Development and Reading Program

PRINCIPAL INVESTIGATOR:

Juan Lujan

TARGET AUDIENCE:

Economically and experientially deprived Black, Mexican American, and Anglo children, K-6

COMPLETION DATE:

Ready for service test:
September 1971

PURPOSE-OUTCOME:

The purpose of this program is to develop in the target population a true bilingualism concomitant with teaching subject content in science, social studies, and reading.

This program includes two basic approaches. One is a bilingual approach which is used with children whose native language is other than English. The other is an English-as-a-second language approach, which is used with children of all ethnic backgrounds who speak a nonstandard dialect of English.

ABSTRACT:

Cognitive development is the focus of the Language Development and Reading Program. Academic areas of science and social studies are used as content to teach children skills of listening, speaking, reading, and writing with understanding. Self-concept lessons are designed to increase the child's self-awareness and his appreciation of his own culture as well as the culture of others. The program provides tests that continually assess the child's development and his ability to use Spanish and English.

Staff development is incorporated into the program so that the teachers will be trained in the methods of bilingual teaching and in the use of products and strategies that have been systematically developed to insure the effectiveness of the program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X*		X			

X Instructional materials
X* Staff Development Program

Stanford Center for
Research & Development
In Teaching

Teacher Training:
Standard English as a Second Dialect

PRINCIPAL INVESTIGATOR:

Robert L. Politzer

TARGET AUDIENCE:

Teachers of English as a second dialect, curriculum specialists

COMPLETION DATE:

Manual for teachers--March, 1971; diagnostic instruments--October, 1971

PURPOSE-OUTCOME:

This project will produce a manual for training teachers of standard English as a second dialect. Diagnostic instruments will also be developed to enable teachers to learn techniques and to apply knowledge and insight to the needs of individual children. Teachers will thus be able to describe the child's language, compare it with standard dialect, and take appropriate instructional action. Ways will be developed to train teachers to acquire linguistic sensitivity so that they can compare nonstandard with standard dialects, and to perform studies of bilingual education.

ABSTRACT:

To train teachers to recognize the difference between standard and nonstandard dialects of English, and to apply techniques originally developed in foreign language teaching to help students overcome their linguistic problems with standard English, is an imperative task of education.

This project has been primarily a developmental effort. On the basis of existing information, a syllabus has been designed which combines theoretical and practical strands of teacher training. Serviceable diagnostic instruments will be devised to contribute to programs for teacher training and to develop techniques to make teachers aware of the cultural implications of teaching standard English as a second dialect.

In 1971 the project will begin studies of the cognitive effects of bilingual education and the relation of bilingualism to selected educational problems including reading. These will be followed by a study of the long-range effects of bilingual education programs.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

ALSO SEE:

Early Childhood

Early Childhood Education Programs	150-152

Adult Education

MAPAR Learning Packages for Adults	278
Empleen Ingles	279

Center for Vocational and
Technical Education
(Ohio State)

The Development of Intervention Strategies and Techniques to Improve the Vocational Coping Behaviors of Disadvantaged Youth

PRINCIPAL INVESTIGATOR:

Robert E. Campbell

TARGET AUDIENCE:

Researchers, teacher educators, counselors, and teachers

COMPLETION DATE:

June 1, 1973

PURPOSE-OUTCOME:

It is the purpose of this project to identify vocational coping problems of urban black youth and to develop and evaluate a detailed plan, with all necessary supporting procedures and materials, for intervention to reduce significant coping problems.

ABSTRACT:

This project will provide: 1) a description of the vocational coping problems of lower socioeconomic urban black youth of ages 16 to 25 years; 2) description of alternative intervention strategies and techniques for improving the vocational coping behavior of these youth; 3) a detailed plan, with all necessary supporting procedures and materials, for intervention to reduce a significant coping problem using one of the major strategy alternatives appropriate for vocational training programs; and 4) an experimental evaluation of the intervention plan.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

Alternatives for the Design of Inservice Training Programs for Educational Personnel Working with Occupationally Disadvantaged Youth

PRINCIPAL INVESTIGATOR:

Anna M. Gorman

TARGET AUDIENCE:

State and local personnel heading inservice training for teachers of disadvantaged youth

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

The purpose of this project is to construct flexible and adaptable inservice training programs for educational personnel who work with disadvantaged students and to formulate organizational models for assisting local and state vocational personnel in implementing the training programs.

ABSTRACT:

State and local schools lack organizational models, procedures, and information to establish effective training to provide the needed capabilities for personnel working with disadvantaged youth. This project will provide: 1) a description of alternative organizational arrangements and procedures for use by state departments, in cooperation with local school districts, in developing and operating inservice training for educational personnel working with disadvantaged students; and 2) a collection of relevant information organized and indexed to facilitate development and implementation of inservice training.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Vocational and
Technical Education
(Ohio State)

A System for Describing
Occupational Disadvantages

PRINCIPAL INVESTIGATOR:

Harold Starr

TARGET AUDIENCE:

State and local personnel responsible for planning vocational programs for disadvantaged persons

COMPLETION DATE:

May 31, 1972

PURPOSE-OUTCOME:

A classification system will be produced that will assist state and local vocational educators in identifying potentially disadvantaged students, in planning effective educational programs, and in defining instructional problems.

ABSTRACT:

This project will develop a system for classifying current disadvantages in terms of their vocationally-relevant effects. The system will be based on data concerning relations between presumed disadvantages and later outcomes and will be presented in a form useful for state-level planning of vocational programs for disadvantaged persons. A procedure will also be developed for extending the classification system to make it useful for planning local-level vocational programs for disadvantaged persons.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Central Midwestern
Regional Educational
Laboratory

Instructional Systems Program

PRINCIPAL INVESTIGATOR:

Robert L. Hamblin

TARGET AUDIENCE:

Preschool and primary age children (severely disabled autistic and inner city children, especially)

COMPLETION DATE:

1975-76

PURPOSE-OUTCOME:

The purpose of this program is to develop instructional techniques and materials for children who have a wide variety of learning problems, from the underachieving inner city child to the autistic child, through a series of instructional packages for teachers.

ABSTRACT:

Instructional systems for the early school years are being developed in the Inner City Project and under the Project for Autistic Children, programs are being developed to help nonverbal, autistic children develop behavior repertoires and skills which children ordinarily acquire in their home environment before entering school.

In the Inner City Project, a series of training units are being developed which instruct teachers in the use of classroom reinforcement systems. The component also is developing more effective instructional systems for use with programmed and individualized reading materials, individualized math materials (see Comprehensive School Mathematics Program), and with group language arts materials. A set of language arts curricula for grades K-3 is also under development.

In educating autistic children, the focus is on establishing normal patterns that are incompatible with and/or replace the fundamental autistic habits. An instructional system is being developed to remediate these behavior disorders and at the same time to educate these children to the point where they can participate and learn in a regular school situation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X**	X*	X			

X Language arts curricula, grades K-3
X* Classroom reinforcement systems for teachers; Materials for autistic program (eye contact, phoneme expansion, and parent training units)
X** Individualized instruction packages for teachers

Northwest Regional
Educational Laboratory

Guam/Trust Territory of the
Pacific Education Projects

PRINCIPAL INVESTIGATOR:

Thomas Bell

TARGET AUDIENCE:

Schools in Guam and the Trust Territory of the Pacific

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

The ultimate goal of the Guam and Trust Territory Education Project is to raise measurably the quality of education in these areas.

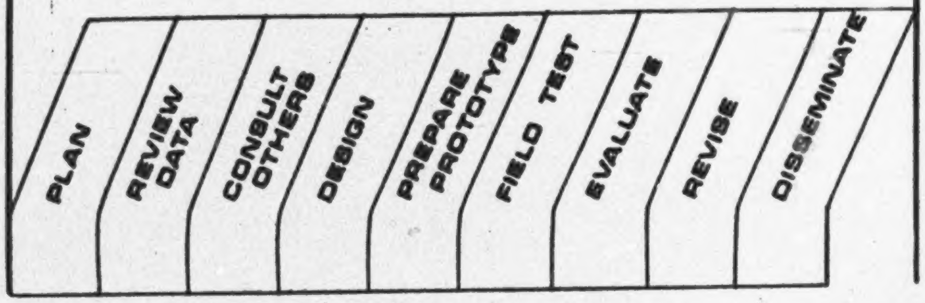
The Laboratory is assisting local teachers and administrators to identify the needs of students, design educational programs in light of these needs, and provide training for teachers and administrators to learn new skills and techniques for implementing improvement programs.

ABSTRACT:

The following programs are underway at Guam and the Trust Territory, with funding provided by the University of Guam and Trust Territory and Guam Departments of Education.

Instructional systems developed in the Increasing Teacher Competencies Program are being used to train local educators in inquiry development, development of higher level thinking abilities, interaction analysis, systematic and objective analysis of instruction, and research utilization in problem solving.

A commission is being established to study educational objectives for Guam and training is being provided for community leaders to acquire skills for long-range educational planning. A teacher orientation program focusing on the cultural orientation of contract teachers on Guam is being implemented. A master plan for coordinating activities conducted on Guam under Title I was developed and is being implemented. In addition, a study of "early school leavers on Guam" is being conducted. Programs have been initiated to strengthen planning and evaluation skills in both Guam and Trust Territory Departments of Education. A study was conducted to recommend the future direction of post-high school education on Guam and the Trust Territory.



Research for Better
Schools, Inc.

Achievement Instructional Material

PRINCIPAL INVESTIGATOR:
Research for Better
Schools, Inc.

TARGET AUDIENCE:

Elementary school

COMPLETION DATE:

Experimental Development Cycle: designed to assure product delivery in six years

PURPOSE-OUTCOME:

This package is part of a broadly available, fully programmed, self-instructional, multimedia curriculum for elementary school children. It can be used in traditional classrooms as well as in individualized classrooms. Part of a larger curriculum in the Humanizing Learning Program, this package provides the learning environment and materials necessary for helping children learn to "achieve" by acquiring effective skills to achieve their own goals in five broad domains--scholastic, interpersonal, artistic, hobbies and hand skills, and physical. The package teaches strategies of goal identification, imaging and planning for success, effective monitoring of steps to the chosen goal, and techniques for broadening the range of alternative goals.

ABSTRACT:

This program is currently designing a new curriculum which focuses on the skills necessary for social, intellectual, and emotional growth.

Five tasks are considered essential to the program's goal. To date, the following progress has been made: 1) determining the content of the new curriculum (the higher order cognitive content will be designed later), research for the first self-actualization package on achievement motivation has been concluded, and research is underway in the interpersonal skills area; 2) determining the best ways of providing a learning environment for the new curriculum (videotape, film and slides will supplement traditional materials and workbooks which are generally considered to be individualized will be programmed to emphasize pupil interaction); 3) identifying a technology for evaluating the new curriculum and tools for transmitting it (two publications resulted--"Mirrors for Behavior: An Anthology of Observation Instruments," and "Technical Tools for Teaching"; 4) developing materials necessary to use the new curriculum (skills packages with a multimedia approach have been devised); and 5) producing and testing in the schools.

Under a Knowledge Base Component, information is processed for Humanizing Learning Program curriculum developers and the data is published. Under a Curriculum Construction Component, this information is used to develop skills packages for the higher order cognitive/interpersonal/self-actualization content of the curriculum.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Research for Better Schools, Inc.

Achievement Instructional Material

PRINCIPAL INVESTIGATOR:

Research for Better Schools, Inc.

TARGET AUDIENCE:

Elementary school children

COMPLETION DATE: The Experimental Development Cycle, being tested now, has been designed to assure product delivery within 6 years

PURPOSE-OUTCOME:

This package is part of a broadly available, fully programmed, self-instructional, multimedia curriculum for elementary school children within the Humanizing Learning Program.

ABSTRACT:

The Achievement Instructional Material package is one part of a larger curriculum. It provides the learning environment and materials necessary for helping children learn to "achieve" by acquiring effective skills in achieving their own goals in five broad domains: scholastic, interpersonal, artistic, hobbies and hand-skills, and physical.

The package teaches strategies of goal identification, imaging and planning for success, effective monitoring of steps along the path to the chosen goal and techniques for broadening the range of alternative goals to the learner.

Research for the first self-actualization package on achievement motivation has been concluded.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR:

Research for Better Schools, Inc.

TARGET AUDIENCE:

Elementary school children, disadvantaged population

COMPLETION DATE: The Experimental Development Cycle, being tested now, has been designed to assure product delivery within 6 years

PURPOSE-OUTCOME:

This package is part of a broadly available, fully programmed, self-instructional, multimedia curriculum for elementary school children.

The goal of this package is to provide learning environment and materials necessary for these children so that they acquire effective skills in achieving their own goals in five broad domains: scholastic, interpersonal, artistic, hobbies and hand-skills, and physical.

Achievement Instructional Materials for Disadvantaged Populations

ABSTRACT:

This package, one part of a larger curriculum, provides materials necessary for children whose restricted environmental backgrounds have limited their reading skills and their ability to concentrate or attend for lengthy periods.

The package teaches strategies of goal identification, imaging and planning for success and effective monitoring of steps along the path to the chosen goal, and techniques for broadening the range of alternative goals open to the learner.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Southeastern Education
Laboratory

Project Language

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Level I: disadvantaged 4-year olds; Level II: disadvantaged 5-year olds

COMPLETION DATE:

Level II: 1971

PURPOSE-OUTCOME:

Level II, devised to provide school readiness instruction, pertains to preschoolers or to first graders just beginning a school experience. An emphasis is placed on expanding the experiential horizons of the disadvantaged pupils by exposing them to a variety of multi-sensory stimuli brought into the classroom.

ABSTRACT:

This project is designed to alleviate the language deficiencies of disadvantaged pupils. Specific content matter, reading readiness, number readiness, language, art, music, and physical activity are integrated in the lessons.

Level II, Part A is a series of 32 lessons designed to be a year's program for SEL's mobile preschool units meeting individual groups of rural children only once a week or to be a 6-week program for regular kindergarten classrooms. The same group of lessons can be used as daily readiness material for the first 6 weeks of a first grade class.

Level II, Part B is a series of 148 lessons that, together with Part A, will serve as a full year's curriculum for kindergarten classrooms.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X*	X			

X Pilot test, Level II, 1-32
X* Level II, 33-180; and Level I

Southeastern Education Laboratory

Karnes Ameliorative Program

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Disadvantaged 4 and 5-year olds

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This product reflects the belief that verbalization and manipulation of concrete materials are an effective means of establishing new language responses. The major goal of the program is to prepare young disadvantaged children for effective participation in a standard school program.

The procedures for attaining this and other program goals are to make a proper match between the child's present cognitive development and specific learning tasks, and to pace and sequence such tasks to insure developmental learning.

ABSTRACT:

The content of this program, presented in game format, covers six areas (mathematics, language, science, social studies, art, and music). The materials are designed on a task and performance basis with specific behavioral objectives provided for each lesson. The lesson construction and game format facilitate use of the materials by paraprofessionsls and parents.

Prior research efforts and results indicate that 1) early and continued use of the product is necessary; 2) paraprofessionals with limited- training may be used without negatively affecting the children's performance; 3) parents may participate in a home tutorial program; and 4) in a five-product experiment, children using the program scored significantly higher than all others on the Metropolitan Readiness Test, the Frostig, the Binet, and three subtests of ITPA where disadvantaged children generally show the greatest deficits.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PRODUCE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					x			

Southeastern Education
Laboratory

Peabody Language
Development Kit: Level P
Augmentation:
1) Teacher Checklist Guides
2) Criterion-Referenced Test

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Preschool
Disadvantaged

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

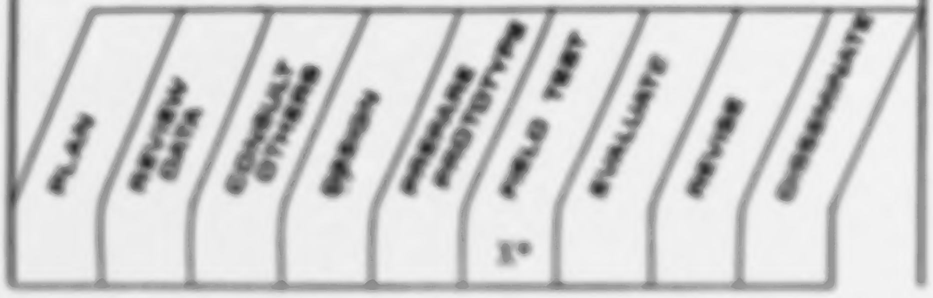
The purpose of this program is to improve the effectiveness of PLDK, Level P, an already proven product, by augmenting it so as to: 1) help teachers focus their attention more precisely on desired pupil behaviors and record each child's daily progress toward the behaviors and record each child's daily progress toward the behaviors, and 2) allow more precise determination of the effectiveness of PLDK, Level P.

ABSTRACT:

PLDK, Level P stresses the development of auditory reception and vocal expression, with emphasis on the establishment of an automatic level of sentence structure reflecting basic syntactic rules. The 180 daily lessons, each with two parts, are to be used in group instruction. The Kit includes 1) a description of the activities required of the teachers and of the related student responses, 2) directions for lesson presentation, 3) directions for use of stimulus materials, and 4) stimulus materials (cards, puppets, color chips).

The Kit in its present form has been proven effective with preschoolers in prior research. However, it lacks certain elements considered desirable by many educators today. Two of these are a specific statement of objectives in behavioral terms and a criterion-referenced test. SEL is presently developing these two augmentations in order to increase the effectiveness of the already proven product.

The Teacher's Checklist Guide and the Test are both intended for use by the teacher or paraprofessional. The Checklist for each lesson presents the specific behavioral objectives for that lesson, some suggested activities, and a grid for checking each child's progress in achieving the objectives.



X* Pilot test

Southeastern Education
Laboratory

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Disadvantaged children,
grades 1-6

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

This program was especially chosen for its appropriateness for the schools of the Southeast region. It is a systematic attempt to 1) state explicitly the behavioral objectives involved in the component word attack, comprehension, study skills, self-directed, interpretive, and creative reading skills; 2) diagnose and assess an individual's skill development; 3) provide a progress monitoring system; and 4) provide a management system for skill grouping.

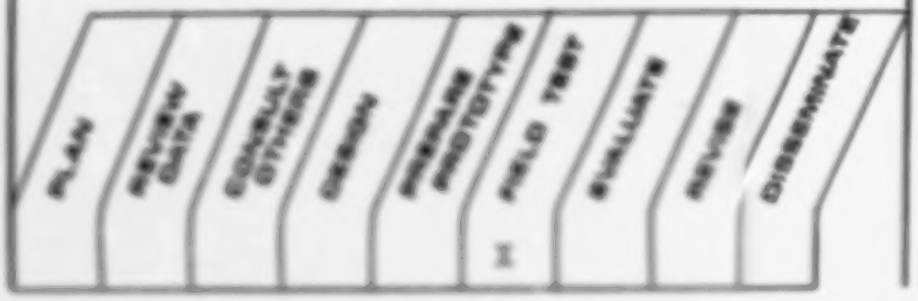
Wisconsin Design for Reading Skill
Development: Word Attack

ABSTRACT:

This program is a system for individually guided reading skill development. Children, assessed in a group and individually, are assigned to small groups needing instruction in particular skills. As pupils progress, they are regrouped according to their needs. One benefit to many schools with minimal funds for additional pupil materials is that this program, as a management system, uses the basal readers, textbooks, and supplementary materials now being used in the classroom and already familiar to the teacher.

In its entirety the WDRSD program covers six areas of reading skill development: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. Efforts during the first year of SEL field testing will concentrate on word attack.

Word attack contains four levels of skill development, each with specified skills required for mastery of that level. Criterion referenced tests have been developed to diagnose skill needs and to evaluate pupil progress.



Southeastern Education Laboratory

Wisconsin Design for Reading Skill Development: Study Skills

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Disadvantaged children, grades 1-6

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

Because of the importance of reading for success in school, this program involves selecting, testing, and diffusing extant reading materials. This program was especially chosen for its appropriateness for the schools of the Southeast region.

ABSTRACT:

This portion of the WDRSD program contains five levels of skill development. Behavioral objectives are explicitly stated. Criterion tests and informal teacher observations measure the pupil's attainment of the objectives. Materials are similar to those for Word Attack.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Southwestern Cooperative
Educational Laboratory

Indian Studies Program

PRINCIPAL INVESTIGATOR:

Willard P. Bass

TARGET AUDIENCE:

Those involved in the education of American Indians

COMPLETION DATE:

Four studies completed; a fifth will be completed in 1971

PURPOSE-OUTCOME:

Through the techniques of study and research on specific educational problems, SWCEL's Indian Studies Program seeks to provide information on Indian education heretofore unavailable. The program is designed to aid in the improvement of Indian education by providing a basis for determining the scope of what needs to be done so corrective efforts can be initiated.

ABSTRACT:

Each Indian study is specifically aimed at one or more problems in Indian education and is designed to provide a foundation for future inquiry and comparison. The program has undertaken the following studies:

1) The American High School Graduate in the Southwest. This statistical survey presents the post high school achievements of Indian high school graduates in terms of training and employment.
2) The American Indian High School Dropout in the Southwest. This study was conducted to obtain information on the numbers of Indian high school graduates and dropouts among Indian students in the Southwest.
3) An Analysis of Academic Achievement of Indian High School Students in Federal and Public Schools. The major concern of this study is to determine whether academic achievement differs for Indian high school students enrolled in federal on-reservation schools, federal off-reservation schools, public on-reservation schools, and public off-reservation schools.
4) Research and Development Needs and Priorities for the Education of American Indians. This study is designed to pinpoint and assign priority to 20-25 major Indian educational problems.
5) An Evaluation of the Bordertown Dormitory Program. The three-month study was conducted to determine the academic success and attitudes of students in the Bordertown Dormitory Program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Southwestern Cooperative
Educational Laboratory

PRINCIPAL INVESTIGATOR:

Atilano A. Valencia

TARGET AUDIENCE:

Mexican Americans at all levels

COMPLETION DATE:

Program--ongoing

PURPOSE-OUTCOME:

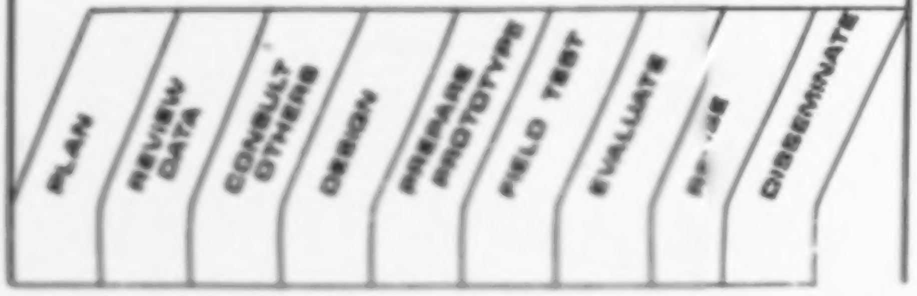
Studies are conducted on various aspects of Mexican American education, and consultant services are made available as well as evaluations of existing programs for the Spanish speaker.

Related Programs for Mexican Americans

ABSTRACT:

Fifteen Mexican American scholars provided input in determining the critical problem areas for a study undertaken by the program on "Research and Development Needs and Priorities of the Spanish Speaking People." Other educators wrote position papers which will be assimilated into the final report. Topics included: 1) Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American, 2) Modification of Teacher Behavior in Teaching the Mexican American, 3) Vocational-Technical Education and the Mexican American, 4) Effects of Cultural Marginality on Education and Personality, 5) An Analysis of How Change Has Taken Place in Changed Institutions and Its Educational Implications for Mexican Americans, 6) Problems Related to the Availability, Use, and Effects of Present American Testing Instruments and Methods with Mexican Americans, and 7) Assessment and Relative Effects of Reading Programs for Mexican Americans.

Other work has included surveys of ongoing programs to ascertain their appropriateness as educational models for Mexican Americans at all age levels. Attitudinal and language instruments have been developed for evaluating bilingual education programs. A cultural sensitivity instrument for grades one through five has been field tested and is available for schools with a multicultural population. Overseas consultant services have been provided by the program for such projects as those conducted by the University of New Mexico in Bogota, Columbia.



Southwestern Cooperative
Educational Laboratory

Cross Cultural Communication Package

PRINCIPAL INVESTIGATOR:

None at present

TARGET AUDIENCE:

Teachers of minority group students

COMPLETION DATE:

Not projected

PURPOSE-OUTCOME:

The Cross Cultural Communication Package helps the teacher gain practice in communicating with adults and children from minority groups.

ABSTRACT:

The Cross Cultural Communication Package emphasizes the non-verbal, informal aspects of teaching SWCEL's Oral Language, Reinforced Readiness Requisites, and Teacher Aide programs.

The package assists the teacher in communicating with minority group members by means of role playing, media presentations, and lectures. The package also contains a transparency presentation on non-verbal and informal modes of communication and their relationship to cross cultural communication. Teachers are provided with specific behaviors to practice that can facilitate communication and identify cultural differences. Emphasis is on changing behavior rather than attitudes.

Guidelines to help the teacher develop an increased awareness of his culture and his students include: 1) identifying and practicing informal, non-verbal aspects of human communication in both the teaching and learning environment, 2) more effective application of non-verbal communication in the classroom and community, 3) recognition of teacher and student values and behavior as being culturally conditioned, and 4) acceptance of standards, values, and behaviors that may differ from the teacher's.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Southwest Educational
Development Laboratory

Multicultural Social Education Program

PRINCIPAL INVESTIGATOR:

Mrs. Martha Smith

TARGET AUDIENCE: Economically and experientially deprived Black, Anglo, and Mexican American children, grades 1-3

COMPLETION DATE:

Grade 1--field test 1971
Grade 2--field test 1972
Grade 3--field test 1973

PURPOSE-OUTCOME:

The purpose of this program is to develop in children of the target population a rich understanding of the world and their role as participants in it.

ABSTRACT:

This program provides instructional materials and strategy for an effective and innovative 20-30 minute daily social education lesson. The Program content is organized around basic ideas from the social sciences, but it is oriented toward the development of concepts rather than toward the retention of facts. "Thinking" activities are stressed in which the children compare and contrast information, apply concepts, and analyze problems and solutions. The teacher helps the child develop concepts through the repeated use of his intellectual processes at progressive levels of sophistication. To stimulate the learning of each lesson's concepts, instructional materials are accompanied by colorful multi-media packages.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X**	X*				

X* Grades 1 & 2, Staff Development Program
X** Grade 3

Southwest Educational
Development Laboratory

Mathematics Education Program

PRINCIPAL INVESTIGATOR:

Rex Arnett

TARGET AUDIENCE:

Economically and experientially deprived Black, Mexican American, and Anglo children, grades 1-3

COMPLETION DATE:

Ready for pilot test:
September 1971

PURPOSE-OUTCOME:

The purpose of this program is to provide individualized mathematics learning programs for the target population.

ABSTRACT:

This program is adapting an individually prescribed mathematics (IPI) program for disadvantaged children, grades 1-3, in an attempt to meet specific needs based on locality, ethnic origin, socioeconomic status, learning handicaps, and special abilities.

The program is based both on the results of strategies explored for the past three years to find the most satisfactory means of alleviating the disadvantaged child's problems in learning mathematics and on the IPI materials developed by the Learning Research and Development Center at the University of Pittsburgh and Research for Better Schools, Inc.

Previous SEDL strategies included producing supplementary mathematics materials in both English and Spanish which were aligned with concepts in existing math textbooks, and also adapting and pilot testing math curricula for grades 1-5 and grades 7 and 8. The current program is expected not only to give the child a better grasp of specific mathematics subject matter but also to develop more personal security and create satisfaction in the school environment.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Stanford Center for
Research & Development
In Teaching

Effective Reinforcement for Achievement Behaviors in Disadvantaged Children

PRINCIPAL INVESTIGATOR:

P.S. Sears

TARGET AUDIENCE:

Teacher education programs, teachers

COMPLETION DATE:

January, 1972

PURPOSE-OUTCOME:

This project will produce materials to use in pre- and inservice training of teachers for improving instruction, particularly for children whose progress is impeded by low confidence in themselves, which in turn impedes effective reinforcement for school work.

The project will contribute to another project, "A Model Teacher Training System," which is a major objective of the Center's Heuristic Teaching program.

ABSTRACT:

Discovering teacher strategies for dealing with children whose progress is impeded by low confidence in themselves because of a disadvantaged background is the focus of the present project.

A naturalistic study, without intervention in teachers' behavior, has been carried out. Results show considerable promise for guiding the next phase of the project, which involves biweekly workshops during a year. One group of teachers participates in a "motivation" workshop, and one, for comparative purposes, participates in a "science" workshop. Both groups will be exploring classroom procedures for changing their students' behavior, one along lines of greater understanding of science and the other in terms of changing self-concept, achievement motivation, and actual achievement. Pre- and post measures of behavior of children and teachers will be obtained for both groups. The results of this phase will be useful in the later development of training materials. The materials used will also need field trial and evaluation.

The long-term goal is the development of training materials which can be disseminated for teacher workshops on adapting school reinforcements to children showing different motivational characteristics.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Stanford Center for
Research & Development
in Teaching

Small Group Interaction

PRINCIPAL INVESTIGATOR:

F.B.W. Hawkinshire

TARGET AUDIENCE:

Teacher education programs

COMPLETION DATE:

June, 1973

PURPOSE-OUTCOME:

The project attempted to develop a course which involved prospective teachers in experiences which would heighten their awareness of social factors affecting the learning potential of disadvantaged students. Small groups were used to reach this goal. A manual will be prepared on the uses of small groups in teacher training.

ABSTRACT:

As new curricular innovations emerge along with demands for restructuring the role of the teacher, much more needs to be learned about teachers' ability to restructure their role concept to include skills for more effective group work. The need for flexible teaching styles and a redefined concept of the teacher's role is particularly important in teaching the disadvantaged.

This project attempted to develop a course which involved prospective teachers in experiences which would heighten their own awareness of social factors affecting the learning potential of disadvantaged students. Furthermore, attempts to have them look at their own functioning within a social group while also making a formal study of social interaction were an integral part of the course.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Stanford Center for
Research & Development
In Teaching

Student Engagement in
Low-Income Classroom Settings

PRINCIPAL INVESTIGATOR:

R.D. Hess
J.B. Spellman

TARGET AUDIENCE:

Teacher education programs, teachers

COMPLETION DATE:

July, 1973

PURPOSE-OUTCOME:

The project will attempt to determine teaching strategies which produce high engagement in students and to produce teacher training materials from which teachers can learn these strategies.

ABSTRACT:

A previous study pointed up the need for a broader knowledge base for making decisions about the kinds of skills and techniques needed by teachers in low-income schools.

The present project will study the strategies used by teachers who are able to produce high levels of engagement in their classrooms. Hopefully, these strategies can be identified and categorized in a fairly systematic way and can be translated into detailed training procedures for use in schools of education.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Stanford Center for
Research & Development
In Teaching

Teacher Motivation, Commitment, and
Engagement in Low-Income
Classroom Settings

PRINCIPAL INVESTIGATOR:

J.B. Spellman
R.D. Hess

TARGET AUDIENCE:

Teacher education programs, administrators, teachers

COMPLETION DATE:

July, 1973

PURPOSE-OUTCOME:

The staff expects to make concrete recommendations for teacher training on the basis of which elements in the school organization, such as the authority structure, the evaluation system, types of interaction with colleagues, and level of decision making, and which characteristics of students, such as high degree of interest and respect for the teacher's authority, contribute most to a teacher's engagement in the profession.

ABSTRACT:

Engagement in and commitment to teaching are important elements in the make-up of a good teacher, no matter what socioeconomic group he is teaching, but they are especially important attributes for teachers of the disadvantaged.

The project's objective is to investigate and delineate the elements of the teaching situation which either engage a teacher in his work or alienate him from the task and/or profession. Another objective is to attempt to differentiate teachers' engagement on the basis of the ethnic backgrounds of their students, and to identify the kinds of rewards students provide which especially engage teachers.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Stanford Center for
Research & Development
In Teaching

An Econometric Model of School Effectiveness

PRINCIPAL INVESTIGATOR:

Henry M. Levin

TARGET AUDIENCE:

School administrators, boards of education

COMPLETION DATE:

December 1972

PURPOSE-OUTCOME:

This project attempts to specify relationships between sources of educational capital invested in a student and to show interrelationships between variables which traditionally have been categorized as either being inputs or outputs of the educational system.

ABSTRACT:

An econometric model has been developed which postulates that there are a number of theoretical links which lie between the traditional notions of a single relationship between school inputs and educational outcomes. Specifically, applying the capital embodiment model from economic theory, a child's achievement level can be explained in terms of the cumulative amounts of educational "capital" embodied in him by his family, his school, his community, and his peers as well as his innate traits. The greater the amount and quality of investment from each of these sources, the higher will be the student's achievement in school.

The model, if demonstrated to be sound, is itself the project's product. It may in turn produce a yet to be determined number of outcomes when it is applied to the interaction of many crucial variables in the educational process.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

ALSO SEE:

Organization and Administration

Classroom Applications of Research in Expectation Theory 20
Clarifying Environments 27
Use of Small Groups in a Changing School 45
Developing Behaviorally Engineered Educational Environments 46

Curriculum - Instruction

Social Studies Curriculum Program 90
Content Analysis of Textbooks Relative to Being Appropriate for Black Students, Grades 1-3 97

Early Childhood

Early Childhood Education 132
National Program for Early Childhood Education: Parts I-IV 133-136
Early Childhood Education Study 137
Follow Through Project 138
Early Learning 145
Early Childhood Education Program 150-152

Reading

Readers for Cross Cultural Settings 158
Reinforced Readiness Requisites Program 159

Bilingual

Oral Language Program 163
Experience Centers Program 164
Cultural Heritage Review Units 165
English as a Second Language Package 166
Language Development and Reading Program 167
Standard English as a Second Dialect 168

Urban Education

SPUR (Social Participation Through Understanding and Reading) 195
Community Learning Centers 196
Educational Leadership Training Program 197
Inner City Teacher Education 198

Rural - Isolated

Educational Cooperative 201
Stanford Urban/Rural School Development Institute 209

Counseling - Guidance

Vocational Guidance 211

Vocational Education

Intragenerational Processes (Retrospective Life History Study) 272
Vocational Education Study 273

Adult Education

MAPAR Learning Packages for Adults 278
Empleen Ingles 279

Higher Education

Preparing for the Postsecondary Education of "Lower Half" Students 281
Remedial Education Programs 282
Ethnic Studies and Student Characteristics 283
Black Studies Programs as Preparation for the Professions 284

Influence Groups

School-Community Relations 305
Parent Participation Workshop Program 306
Pilot Communities 307

Interpersonal Relations

Educational Community Organization 312

Teacher Education

Vocational Teaching in Diverse Cultural Settings: Phases I & II 316-317
Backgrounds in English 374
Dialects and Dialect Learning 375

Center for Urban Education

SPUR (Social Participation Through Understanding and Reading)

PRINCIPAL INVESTIGATOR:

School Division

TARGET AUDIENCE: Inner-city elementary school children, ages 9-12, in low socio-economic areas

COMPLETION DATE:

1974

PURPOSE-OUTCOME:

This project is designed to 1) relate the school experience of urban, economically deprived children directly to the local community and the larger society in which they live; 2) develop in these children the ability to read critically as a major tool to understanding material in the social studies; and 3) equip them with the skills, attitudes, and knowledge they need to participate in and effect change in community life.

Products will include: 1) the construction of sequential instruction materials designed to help students gain reading competence; 2) development of a teacher training course; 3) the invention of measurement instruments to meet the special needs of the program.

ABSTRACT:

This program affords the child opportunities to rediscover his neighborhood and his city. The students are actively engaged in community life through projects, interviews, reporting and research outside the school as well as in it. The SPUR program will develop teaching modules covering topics such as health, drug addiction, pollution, occupation, sanitation, environmental ecology, aesthetics, crime, and cultural diversity. The activities included involve an action-oriented inquiry made in which students and teachers do such things as: identify problems, explore new value implications, establish problem priorities, explore methods of investigation, collect and analyze data, arrive at conclusions, make decisions, and act on them.

The project also projects the creation of a series of readers that will reflect themes of interest and value to the modern student in a pluralistic, urban society, and help students develop the specific reading skills necessary for understanding and processing the information they need to use as participating citizens.

The program deliberately focuses on the middle grades, the grades in which reading problems begin to multiply. Selections will be fiction, poetry, and nonfiction, chosen for literary value and for themes relating to key concepts underlying social education. The emphasis will be on understanding and appreciation of individuals and groups in multicultural settings.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Center for Urban
Education

Community Learning Centers

PRINCIPAL INVESTIGATOR:

Community Division

TARGET AUDIENCE:

School administrators, community residents, school personnel

COMPLETION DATE:

PURPOSE-OUTCOME:

The concept behind the Community Learning Center is that is should represent a model or sample framework which can be replicated in slightly adapted form in other urban settings in the nation after its purposes, its structure, and its management procedure are field-tested and evaluated.

The Community Learning Centers should eventually become institutionalized within the community and operated without the guidance or support of the Center for Urban Education.

ABSTRACT:

Community Learning Centers are geared to offer teachers and administrators an opportunity to learn more about the culture and needs of the community. These centers serve as places where school and community personnel can meet in an informal and mutually beneficial setting.

Community Learning Centers are perceived as community-oriented settings where community educational needs are translated into developmental programs. Centers are also envisioned as becoming feeder systems for formal school systems. Information and programs that prove effective and replicable in these Centers could be communicated to the system in such forms that the end result will be a more relevant, effective, and equitable educational system.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Center for Urban
Education

Educational Leadership Training

PRINCIPAL INVESTIGATOR:

Community Division

TARGET AUDIENCE:

Parents and other community residents in two school districts in New York

COMPLETION DATE:

Program cycles are schedulec to end on June 30, 1971

PURPOSE-OUTCOME:

The primary purpose of this program is to train community parents for leadership roles in educational affairs.

Community parent leaders are needed who know the school structures and school programs and who can effectively articulate the thoughts and feelings of the community on educational issues.

ABSTRACT:

The training techniques to be used in this program are similar to those used in the training of paraprofessionals: condensed reading materials, role playing and related exercises, small discussion groups and audio-visual techniques.

The curriculum is divided into four main units that include: 1) the local community, an overall view; 2) discussion of the system of public education in New York City; 3) the general and specific problems in school-community relationships in New York City; and 4) the introduction of models for effective school-community relations.

A basic purpose of the Center in conducting the program is to develop curriculum and training procedures for community residents to develop the competencies in order to participate effectively in school affairs. While some of the written materials are directly related to New York City, much of the material could be used by any urban community that wants to develop parent educational leadership competencies.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Mid-continent Regional
Educational Laboratory

Inner City Teacher Education

PRINCIPAL INVESTIGATOR:

Grant Clothier

TARGET AUDIENCE:

Public & private school personnel, teacher education institution staff, and urban elementary pupils

COMPLETION DATE:

Preservice program--FY'71; inservice program--FY'73; elementary instructional packages--'73

PURPOSE-OUTCOME:

The Inner City Teacher Education Program will provide educational products for the preservice and inservice training of teachers in elementary and secondary inner city school settings and for specified curriculum areas.

These products will include training units developed for a 16-week preservice urban teacher education program, training units for a one-year inservice program for urban teachers, training units for supervising teachers, and elementary social problems units based on the social realities of inner city life.

ABSTRACT:

The Inner City Teacher Education Program helps colleges and public school systems prepare teachers for urban schools through two major training programs--the Cooperative Urban Teacher Education Program and the Inner City Inservice Teacher Education Program.

The first program, a one-semester preservice program, is based on the assumption that a prospective teacher would be better prepared to teach in inner city schools if he understood both his own and his pupils' attitudes, anxieties, and prejudices; understood both his own and his pupils' environment and culture; and gained knowledge and competency for instructing inner city pupils in reflective thinking and the inquiry process. The preservice course provides opportunities for student teaching in inner city schools, working in community centers tutoring inner city residents, visiting inner city homes, and living in the inner city.

The Inner City Inservice Teacher Education Program, an extension of the preservice program, is a one-year program to provide on-site support for inner city teachers during their first year in the classroom. The opportunity for regular consultation with an experienced program consultant located in the same school is provided.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X***	X**			X*

X* Preservice Program
X** Inservice Program
X*** Social Studies Packages

ALSO SEE:

Organization and Administration

Student Participation in Decision-Making Processes in Secondary Schools	15
Clarifying Environments	27
Use of Small Groups in a Changing School	45

Evaluation

Student Motivation and Engagement in Dyadic Learning Situations	130

Early Childhood

Early Childhood Education Study	137
Follow Through Project	138
Early Learning	145

Reading

Readers for Cross Cultural Settings	158

Bilingual

Language Development and Reading Program	167
Standard English as a Second Dialect	168

Disadvantaged

Instructional Systems Program	173
Achievement Instructional Materials for Disadvantaged Population	177
Small Group Interaction	189
Student Engagement in Low-Income Classroom Settings	190
Teacher Motivation, Commitment, and Engagement in Low-Income Classroom Settings	191
An Econometric Model of School Effectiveness	192

Vocational Education

Vocational Education Project	273

Influence Groups

School-Community Relations 305
Parent Participation Workshop Program 306
Pilot Communities 307

Interpersonal Relations

Educational Community Organization 312

Appalachia
Educational Laboratory

PRINCIPAL INVESTIGATOR:

James B. Kincheloe

TARGET AUDIENCE:

Local school districts, state departments of education, and colleges and universities

COMPLETION DATE:

1973: Product developed
1981: Product diffused

PURPOSE-OUTCOME:

This program will provide an alternative operational structure for education which will be more responsive to educational needs.

Educational Cooperative

ABSTRACT:

The Educational Cooperative, as projected by the Laboratory, is an aggregation of people, ideas, money, and potential. Its organization is a confederation of local school districts which in concert with a state department of education and a local college or university voluntarily bind themselves together to increase their capacity through a joint effort. It employs media, mobile facilities, and communications technology to change and improve both educational organization and process in rural Appalachia.

The following changes will be effected in the three agencies: 1) joint action will be initiated among the local school districts in rendering educational services; 2) new leadership roles for state departments of education will be established, characterized by close planning relationships with local schools and universities and this will encourage and facilitate joint action among school districts; and 3) partnerships will be created between colleges and universities on one side, and state departments of education and local school districts on the other to provide services not now available.

By sharing costs, facilities, and ingenuity, the confederation will provide opportunities which, under the prevailing scheme of independent action, are denied large segments of the region's youth.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Center for Occupational
Education (North
Carolina State)

Development of a Planning, Management, and Evaluation System for Occupational Programs in Rural Schools

PRINCIPAL INVESTIGATOR:

Charles H. Rogers
C. Jordan Hudson

TARGET AUDIENCE:

Students, administrators of small, rural schools

COMPLETION DATE:

June 30, 1973

PURPOSE-OUTCOME:

This research and development program will provide guides and manuals for rural schools which will contain program concepts that are useful in solving occupational education problems. It will produce one or more management models which have been tested and evaluated and that will increase the adequacy and effectiveness of rural occupational programs.

ABSTRACT:

This program is designed to 1) develop and test models for more effective planning and management of occupational education programs in small rural schools; 2) develop and test models for more effective management of resources in rural occupational education programs; 3) develop programs of occupational education which are designed for those students who must migrate for employment; and 4) encourage the development of policies and structures which lead to providing greater financial resources to support rural occupational education programs.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

National Inservice Training Multiple
Institutes for Vocational and
Related Personnel in Rural Areas

PRINCIPAL INVESTIGATOR:

Charles H. Rogers

TARGET AUDIENCE:

Vocational and related personnel in rural areas

COMPLETION DATE:

June 30, 1971

PURPOSE-OUTCOME:

The central purpose of this project is to provide inservice training for vocational and related personnel designed to equip these persons with competencies required to develop and direct more adequate and relevant programs of vocational education, including vocational guidance, in rural areas.

ABSTRACT:

Members of the Southwide Research Coordinating Council for Occupational Education have held two working conferences to plan this project. Three additional conferences are proposed to plan further and coordinate the institutes. The institutes will utilize basic working papers, presentations, and group discussions in effective planned change in vocational education in rural areas. Each participant will be expected to develop a project, program, or service for implementation in his state. The evaluation will center both on immediate attitude and behavior changes and on a followup of activities of a sample of participants.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Northwest Regional
Educational Laboratory

Rural Change Agents
Training System

PRINCIPAL INVESTIGATOR:

Ray Jongeward

TARGET AUDIENCE:

School personnel and citizens in rural areas

COMPLETION DATE:

1973

PURPOSE-OUTCOME:

The immediate goal of this activity, a part of the Rural Schools Program, is to develop materials and procedures for training rural change agents to assist communities to 1) plan and conduct a needs assessment, 2) plan and conduct a skill building workshop, 3) identify options for learning, 4) conduct a local awareness program, 5) install programs selected, and 6) evaluate and modify programs continuously.

The ultimate impact will be school programs which are planned by local groups, accepted by members of the community and relevant to the educational needs of local youth.

ABSTRACT:

Several conditions have been identified as necessary steps in taking a successful program from one school, adapting and installing it in another community in a way it is accepted and becomes a permanent part of the curriculum. These include: 1) a process to identify opinion leaders, 2) continuous involvement of opinion leaders throughout the process, 3) a variety of alternative practices available for the improvement of instruction, 4) skills for diagnosing and evaluating educational programs, 5) observation of the practices selected for adoption under optimum conditions in a similar community, and 6) continual motivational reinforcement from a respected educational agency in their region.

To provide these conditions in a rural community, the Laboratory is: 1) developing materials to train change agents to focus on rural communities, 2) disseminating the materials by providing training for state and local educational personnel on the procedures, 3) transferring the tested materials and training to the agency primarily responsible for implementation of improved educational practices, and 4) demonstrating the linkage needed in cooperative, rather than competitive, development of new programs by agencies with uniquely different but compatible functions.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR:

Chester Hausken

TARGET AUDIENCE:

High school students in small schools

COMPLETION DATE: Basic Electricity--available; Welding I and II--ready for production; Welding III and IV--1971

PURPOSE-OUTCOME:

The development of multimedia self-instructional systems in priority subject areas will make it possible for small, rural high schools to expand their curriculum offerings in vocational areas.

The result of their use will be the opportunity for students to experience a number of occupational training courses. The ultimate impact will be increased vocational educational opportunities and students better able to compete in the world of work.

Self-Instructional Systems in Vocational Subjects for High School Youth

ABSTRACT:

Multimedia self-instructional systems are being developed to expand the curriculum in small, rural high schools. Without adding highly skilled teachers to the staff, it is possible to offer instruction in areas of special interest to rural youth. Programmed learning principles are used with a variety of media to permit students to progress at their own pace.

The instructional system for learning principles of basic electricity consists of nine filmstrip-audiotape cartridges, nine student workbooks, instructor's guide, circuitboard, and connectors. The self-contained program may be used as a complete unit or incorporated into existing courses. Students spend an average of eight weeks to complete the instruction, without the need for a teacher highly skilled in the subject.

The instructional system for learning basic principles of welding consists of eight sound film cartridges; eight printed, programmed student guides; and models for comparison of welding techniques.

The instructional system for learning advanced techniques in welding consists of six sound film cartridges; six printed, programmed student guides; teacher's guide; and models for comparison of welding techniques.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X*				X

X Welding I and II; Basic Electricity
X* Welding III and IV

Northwest Regional
Educational Laboratory

Self-Instructional Systems in Academic Subjects for High School Youth

PRINCIPAL INVESTIGATOR:

Chester Hausken

TARGET AUDIENCE:

High school students in small schools

COMPLETION DATE:

Speech--ready for production
Spanish I--1972
Mathematics Analysis--1972

PURPOSE-OUTCOME:

The development of these multimedia self-instructional systems in priority subject areas will make it possible for small, rural high schools to expand their curriculum offerings in academic areas. The use of these systems will help students meet college entrance requirements.

ABSTRACT:

Multimedia self-instructional systems are being developed to expand the curriculum in small, rural high schools. Without adding highly skilled teachers to the staff, it is possible to offer instruction in areas of special interest to rural youth. Programmed learning principles are used with a variety of media to permit students to progress at their own pace.

The instructional system for learning basic skills in public speaking consists of ten audiovisual units, a student guide, and an instructor's guide.

The instructional system for a full year's course in beginning Spanish consists of fifty filmstrip-audiotape cartridges, a student workbook, and an instructor's guide.

The instructional system for a full year's course in mathematics analysis, for students who have previously completed courses in algebra and geometry, consists of 27 filmstrip-audiotape cartridges, a student workbook, and an instructor's guide.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X*			X

X Speech
X* Spanish I and Mathematics Analysis

Northwest Regional
Educational Laboratory

Multimedia Instructional Systems for Elementary Schools

PRINCIPAL INVESTIGATOR:

Chester Hausken

TARGET AUDIENCE:

Elementary students in small schools

COMPLETION DATE:

Patterns in Arithmetic (Rural Adaptation)--available; Art--1974

PURPOSE-OUTCOME:

The development of multimedia instructional systems will make it possible to broaden and improve the curriculum in small, rural elementary schools.

The use of the instructional system in arithmetic increases effectiveness and continuity in learning basic concepts in arithmetic.

The use of the instructional system in art will provide children in grades K-3 with experiences that increase their knowledge of art and its application to such things as the purchase of personal items, community planning, architecture, and interior design.

ABSTRACT:

Multimedia instructional systems are being developed or adapted especially for small, rural schools.

The comprehensive mathematics program for grades 1-6, developed by the Wisconsin R&D Center, has been adapted by NWREL for use in small, rural elementary schools. Materials include 336 fifteen-minute lessons for use on a classroom videotape player, a teacher's manual for each grade, and a student's workbook for each grade.

The instructional system in art for grades K-3 will be composed of self-contained units consisting of audiovisual media (prints, films, slides, tapes), art media, tools, instructional pamphlets, and evaluation criteria to check observable art skills and concepts.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X*								X

X Patterns in Arithmetic (Rural Adaptation)
X* Art

Southeastern Education Laboratory

Rural Isolated Schools Program

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Administrators in small, rural schools

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This package is designed to assist rural schools in identifying problems in their programs and creating solutions to those problems.

ABSTRACT:

SEL's *Pathways to Better Schools Series* is a seven-part package intended for administrators of rural schools.

Pathways No. 1 is a Comprehensive Planning Guide which suggests ways local school administrators can collect, synthesize, and interpret data necessary to make decisions about future educational programs. *Pathways* Nos. 2-7 identify six school program needs and include illustrative cases as guides for developing proposals to obtain state, federal, or private funding. The *Pathways* also contain sources of information, critiques, and other data that can be useful to local planners.

The *Pathways* Series includes: 1) a Comprehensive Planning Guide; 2) Organization for Instruction Program; 3) Inservice Training Program; 4) Reading Program; 5) Dropout Reduction Program; 6) Preschool Training Program; and 7) Communication Skills Program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Stanford Center for
Research & Development
In Teaching

Stanford Urban/Rural School
Development Institute

PRINCIPAL INVESTIGATOR:

R.D. Hess

TARGET AUDIENCE:

School administrators and teachers of low-income schools in rural and urban areas

COMPLETION DATE:

May 1975

PURPOSE-OUTCOME:

This project was designed to train new and existing personnel in education to work in selected local school systems toward improving academic achievement and students' self-image.

ABSTRACT:

This project focuses on severely "distressed" schools and low-income communities where pupils suffer from characteristically low academic achievement and negative self-image.

Emphasis is placed on 1) the improvement of reading and computation skills, stressing evaluation of learning; and 2) strategies to enhance the students' sense of importance and effectiveness. Two key factors in the attainment of these goals are 1) accountability of teacher performance, and 2) community participation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

ALSO SEE:

Organization and Administration	
Develcping Behaviorally Engineered Educational Environments	46
Early Childhood	
Early Childhood Education	137
Follow Through Project	138
Disadvantaged	
Wisconsin Design: Word Attack	181
Wisconsin Design: Study Skills	182
Counseling - Guidance	
Vocational Guidance	211
Influence Groups	
Pilot Communities	307
Teacher Education	
Backgrounds in English	374
Dialects and Dialect Learning	375

Appalachia
Educational Laboratory

Vocational Guidance

PRINCIPAL INVESTIGATOR:

David W. Winefordner

TARGET AUDIENCE:

Rural secondary school students

COMPLETION DATE:

1970-72: Products developed
1980: Products diffused

PURPOSE-OUTCOME:

This program will produce a multimedia vocational guidance system which will enable students to make occupational choices wisely.

ABSTRACT:

The objective of the Vocational Guidance Program is to create (Product Development) and diffuse (Product Diffusion) materials and procedures that will enable secondary school students in Appalachia to make occupational choices wisely.

The products being developed can be grouped into two categories: Vocational Decision-Making Process and an Information System.

The objective of the Vocational Decision-Making category is to prepare and/or adapt appropriate materials and procedures that will assist students to acquire and utilize an effective process for making vocational decisions. The objective of the Information System is to identify, organize, and disseminate pertinent information that will facilitate the vocational decision-making process. Products under development at the present time for the Information System include the Appalachia VIEW (Vocational Information for Education and Work) system, videotape recordings depicting workers in selected occupations, and educational gaming.

Specific activities designed to lead to the implementation of vocational guidance products will be conducted by the Product Diffusion staff.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X			X*	

X* Appalachia VIEW System

Center for Occupational Education (North Carolina State)

PRINCIPAL INVESTIGATOR:

Bert W. Westbrook

TARGET AUDIENCE:

Vocational counselors, students

COMPLETION DATE:

December 31, 1971

PURPOSE-OUTCOME:

This project will construct, tryout, and validate measures of the hypothesized dimensions of vocational maturity. At the termination of the project the following will be produced: a report of the project including the measures of vocational maturity and data regarding the reliability and validity of the measures.

The Construction and Validation Measures of Vocational Maturity

ABSTRACT:

This project will produce vocational maturity measures which can be used to determine a student's readiness for making vocational decisions, determining readiness for various kinds of vocational experiences, and evaluating the effectiveness of different types of vocational experiences.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Vocational and
Technical Education
(Ohio State)

Development of a Handbook of
Vocational Guidance Methods

PRINCIPAL INVESTIGATOR:

Robert E. Campbell

TARGET AUDIENCE:

Counselors and counselor-trainers in vocational and technical education

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

This project will produce a handbook of vocational guidance methods that describes useful methods applicable in vocational guidance settings such as schools and employment centers.

ABSTRACT:

The handbook of vocational guidance methods will: 1) describe potentially useful methods applicable to vocational guidance; 2) organize these methods according to such selected criteria as developmental stage, problem area and setting; 3) demonstrate (where feasible) an actual or hypothetical application of each method and/or method cluster; 4) evaluate (when possible) the degree to which each method and/or method cluster has accomplished its stated objectives; 5) give such additional information (when available) concerning the implementation and upkeep of each method and/or method cluster as costs and personnel required; 6) identify gaps and discrepancies in the available repertoire of vocational guidance methods; and 7) suggest new potentially useful methods when possible.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Vocational and Technical Education (Ohio State)

Operation Guidance: A Prototype for the Application of a Systems Approach to Upgrade Vocational Guidance Programs

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

Vocational guidance counselors

COMPLETION DATE:

July 31, 1973

PURPOSE-OUTCOME:

This project will produce a prototype methodology for upgrading vocational guidance programs including a procedural manual and supporting materials for applying the systems approach to vocational guidance programs.

ABSTRACT:

This project will field test and complete development of a procedural package for installing and employing a systems approach in vocational guidance programs. The recommended model has the following characteristics: 1) based on systems concepts, particularly those presently associated with evaluation and change process models in education; 2) defines vocational guidance criteria in terms of student behavioral objectives; 3) stresses program objectives which are realistic possibilities within the resources of the school; 4) provides for corrective feedback based on evaluation of the achievements of the program; and 5) can be validated for effective use in most school guidance programs.

Installation procedures and materials in the package, also validated, will facilitate rapid diffusion of the model.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Center for Vocational and
Technical Education
(Ohio State)

Women's Career Development:
One-Year Followup of
High School Girls

PRINCIPAL INVESTIGATOR:

Louise B. Vetter

TARGET AUDIENCE:

Researchers, guidance counselors, and teacher educators who counsel girls and women in careers

COMPLETION DATE:

February 28, 1971

PURPOSE-OUTCOME:

An evaluation is being made of longer-term effects of a curriculum unit, "Looking Ahead to the World of Work," administered during 1968-69 to girls in grades 7,9, and 11.

ABSTRACT:

This project will determine the feasibility of studying the career development of this group of students (girls in grades 7,9, and 11) over a period of years.

Evidence as to retention by students of the knowledge of the world of work, attitudes toward work, and career plans were studied and the curriculum unit is being revised in accordance with the results. A plan for following the career development of a sample of girls, including those who took the curriculum unit in 1968-69, is being considered if investigation indicates the followup to be feasible.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Social Organization of Schools (Johns Hopkins)

Study of the Nature and Measures of Talents and Competencies

PRINCIPAL INVESTIGATOR:

E. Greenberger
R. Hogan

TARGET AUDIENCE:

Educators

COMPLETION DATE:

Selection and creation of scales: July 1971
Sample testing: December 1971

PURPOSE-OUTCOME:

This project, a part of the Talents and Competencies Program, is designed to provide an operational battery which can be used to assess the development of talents and competencies in elementary and secondary school students, college students, and adults.

ABSTRACT:

This project is designed to identify a wide range of talented academic and nonacademic performances (such as creativity, leadership, etc.) and socially-valued dispositions (such as originality, self-esteem, etc.) and to develop practical scales for assessing these factors. A maturity scale will also be developed to explore three specific problems: 1) the relationship between developmental status and academic achievement and creativity; 2) the racial composition of the school and other school characteristics in relation to students' developmental status, and 3) family factors of parental education and occupation in relation to developmental status.

Pretesting of the resulting battery will be done with samples of elementary, secondary, and college students and revision of the instruments will be completed by the end of 1971.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Social Organization of Schools (Johns Hopkins)

Elementary and Secondary School Studies of the Development of Talents and Competencies

PRINCIPAL INVESTIGATOR:

E. Greenberger

TARGET AUDIENCE:

Educators

COMPLETION DATE:

Early 1972

PURPOSE-OUTCOME:

This project, a part of the Talents and Competencies Program, is designed to study the development of talents and competencies among 5th and 11th grade students.

ABSTRACT:

The battery developed to measure development of talents and competencies will be used to collect data on disposition and outcome variables using large samples of 5th and 11th graders. Data analysis should be started by the end of 1971 or early 1972.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

College Studies of the Development of Talents and Competencies

PRINCIPAL INVESTIGATOR:

R. Hogan

TARGET AUDIENCE:

Educators

COMPLETION DATE:

Early 1972

PURPOSE-OUTCOME:

This project, a part of the Talents and Competencies Program, is designed to study the development of talents and competencies among college students.

ABSTRACT:

The battery developed to measure development of talents and competencies will be used to collect data on disposition and outcome variables using college students.

This project will involve recruiting and testing a college sample. Scores for persons in each sample will be obtained for the following variables, all of which seem to be desirable outcomes of the educational process: competencies, creativity, social participation, leadership, and academic achievement. Subjects will also be assessed in terms of several dispositions which are conceptually related to the six outcomes listed above. Among the dispositions are initiative, responsibility, interpersonal competence, communication skill, curiosity, openness to change and intelligence. Subsequent data analyses will be directed toward explicating the relationships that exist between and among various personal dispositions and educational outcomes.

In the final phase, a report will be prepared which will describe the results of this research, along with an attempted integration of the results from grade school and high school projects.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Adult Studies in the Development of Talents and Competencies

PRINCIPAL INVESTIGATOR:

J. Holland
J. Stanley

TARGET AUDIENCE:

Educators

COMPLETION DATE:

Begins September 1971--completed at the end of 1973

PURPOSE-OUTCOME:

This project, a part of the Talents and Competencies Program, will provide data on talented and competent adults for comparison with student studies.

ABSTRACT:

The selection of small criterion and comparison groups for study is planned, chiefly for the college and adult levels. For example, known groups of highly creative scientists, or highly competent teachers, or persons with recognized leadership ability, can be identified, studied in relation to program variables, and compared with appropriate control groups.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

PRINCIPAL INVESTIGATOR:

John L. Holland

TARGET AUDIENCE:

Educators, vocational counselors, researchers

COMPLETION DATE:

January 1972

PURPOSE-OUTCOME:

This work, a part of the Careers and Curricula Program, will result in a revised theory of personality types and model environments.

Revised Theory of Personality Types and Model Environments

ABSTRACT:

This work will result in a revised theory with an emphasis on its practical applications for educational and vocational behavior such as choice of training and occupation, assessment of educational and work environments, modification of educational and vocational environments to promote personal welfare and achievement.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Social Organization of Schools (Johns Hopkins)

Theoretical Studies

PRINCIPAL INVESTIGATOR:

John L. Holland

TARGET AUDIENCE:

Educators

COMPLETION DATE:

January 1973

PURPOSE-OUTCOME:

This project, a part of the Careers and Curricula Program, will clarify Holland's Theory of Personality Types, leading to further development of occupational insights.

ABSTRACT:

To create a better theory, it seems desirable to perform a variety of theoretical studies. At this point, this work is only vaguely formulated, but the investigations will include some logical analyses to examine the internal consistency of the theory; the adequacy of the definitions; relationships among axioms, laws, and hypotheses; other analyses (correlational, factor, and cluster analysis) to examine the hexagonal model which has served as the calculus of the theory; an attempt to account for the effect of organizational choice as opposed to occupational choice within the context of the theory; and a study of several kinds of deviant or anomalous occupations for their effect on people. Because we can explicitly define these situations in theoretical terms, such definitions and resulting investigations may yield valuable results for clarifying the theory, for redesigning jobs, or for the placement of people. Where it is practicable, special attention will be given to occupations in the field of education.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Social Organization of Schools (Johns Hopkins)

Extension of an Occupational Classification

PRINCIPAL INVESTIGATOR:
M. Viernstein

TARGET AUDIENCE:
Educators, vocational counselors, occupational researchers

COMPLETION DATE:

March 1971

PURPOSE-OUTCOME:

This project, a part of the Careers and Curricula Program, was designed to produce a sophisticated classification of occupations.

ABSTRACT:
The revised classification developed earlier (Holland, Viernstein, Kuo, Karweit, Blum, 1970), will be extended to all occupations in the Dictionary of Occupational Titles. A mathematical procedure has been devised which allows the translation of the People, Data, Things ratings for each occupation in the Dictionary into an occupational classification. Translations from a sample of occupations in the Dictionary to the classification will be made and tested for their face validity. If these translations are successful, a classification with several desirable properties--comprehensiveness, independence of categories, theoretical base, empirically tested--will be available for many practical uses such as construction of vocational guidance systems, organization of curricular clusters, reexamination of occupational groupings in the census, etc.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Center for Social Organization of Schools (Johns Hopkins)

Extension, Recalibration, and Validation of the Classification of Occupations

PRINCIPAL INVESTIGATOR:

John L. Holland

TARGET AUDIENCE:

Educators, students, vocational counselors, occupational researchers

COMPLETION DATE:

January 1972

PURPOSE-OUTCOME:

This project, a part of the Careers and Curricula Program, will provide an extension of the classification of occupations.

ABSTRACT:

Following the important revision of the occupational classification (Holland, Viernstein, Kuo, Karweit, and Blum, 1970), it will be necessary to revalidate it, determine the effects of social change and extend it to include new and previously unclassified occupations.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Center for Social Organization of Schools (Johns Hopkins)

Development of Graded Series SDS's

PRINCIPAL INVESTIGATOR:

John L. Holland

TARGET AUDIENCE:
Educators, students, occupational researchers, vocational counselors

COMPLETION DATE:

Planning only, 1971

PURPOSE-OUTCOME:

This project, a part of the Careers and Curricula Program, will be designed to develop the Self-Directed Search for Educational and Vocational Planning system for 1) stimulation of early planning, 2) coordination of educational and vocational planning, and 3) vocational and personal development.

ABSTRACT:

This project would create a graded series of "self-directed searches" to clarify a student's aspirations, to show the relevance of training and talent to occupations, and to enlarge a student's occupational horizons. Devices of this kind would be suitable for both advantaged and disadvantaged populations.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Evaluation of the SDS for Educational and Vocational Planning

PRINCIPAL INVESTIGATOR:

T. Baldwin

TARGET AUDIENCE:

Educators, vocational counselors

COMPLETION DATE:

December 1971

PURPOSE-OUTCOME:

This project was designed to evaluate the use of the Self-Directed Search system in educational and vocational planning.

The SDS evaluation is part of the Careers and Curricula Program.

ABSTRACT:

The Self-Directed Search for Educational and Vocational Planning, a mechanical vocational guidance system, was designed in 1970 and allows an individual to explore occupational possibilities mostly on his own. The system, which has been used to supplement counselors and scoring services, will be evaluated in a city school system, a county system, and in junior and senior colleges.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Center for Social Organization of Schools (Johns Hopkins)

Implications for Vocational Education

PRINCIPAL INVESTIGATOR:

John L. Holland

TARGET AUDIENCE:

Educators (especially vocational)

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project, a part of the Careers and Curricula Program, will report on practical implications of Holland's Theory in Vocational Education.

ABSTRACT:

This report will cover topics such as organizing manpower and job information, creating curricular clusters in two and four-year colleges, emergency planning and curricular implementation for new occupations, retaining students in training, and vocational guidance for young, old, and disadvantaged.

The present theory already offers some explicit, empirically-based ideas for nearly all of these problems. For example, the occupational classification provides a simple technique for organizing much information about people, vocations, and training opportunities into the same set of six catagories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Thus, the classification and theory suggest how schools might be made to appeal to students' personal and vocational aspirations and thus more effectively reduce dropouts; how curricula might be organized more economically around characteristic types of students; how manpower information could be put in a more palatable and usable form for students, etc.

In instances where a major problem needs more explicit research and development work, a specific project will be carried out. As a first step, however, it seems most helpful to write up some of the more obvious implications of our completed work.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

ALSO SEE:

Rural - Isolated

Self-Instructional Systems in Vocational Subjects for High School Youth 205

Self-Instructional Systems in Academic Subjects for High School Youth 206

Vocational Education

An Investigation of the Relationships Between Systematically Derived Work Dimensions and Measured Affective Attributes 239

The Use of Occupational Information in Curriculum Design and Revision 242

Higher Education

The Relative Effectiveness of Student Peers, Paraprofessionals, and Professional Counselors on the Academic Performance of "New Students" 285

Interpersonal Relations

Human Relations Training Units 309

Center for Occupational
Education (North
Carolina State)

PRINCIPAL INVESTIGATOR:

H.G. Beard

TARGET AUDIENCE:

Educational policymakers

COMPLETION DATE:

Completed by the end of
FY 1971

PURPOSE-OUTCOME:

A policymaking model has been developed by the Center as a systematic plan for making policies.

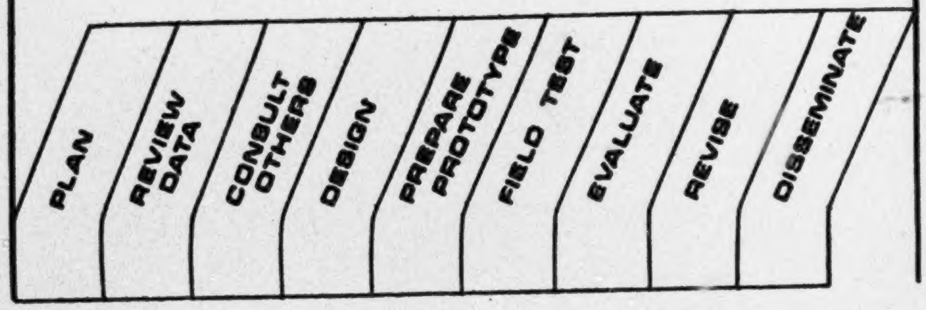
The general nature of the model demands that it be tested to determine its utility in guiding policymaking in the context of the planning exigencies of particular southern states. This project will determine the applicability of the model to actual policymaking conditions in the southern states.

Testing a Model of Policymaking for Vocational Education

ABSTRACT:

The model to be tested in this project was developed as a product of the project "Improving Policymaking at the State Level for Vocational Education in the Southern States."

The following activities will be accomplished in testing the model: 1) present the model and its rationale to a conference of practitioners to secure their evaluations of its face validity and to arrange for a field test of the model; 2) field test the model in four states selected to represent four levels of development of comprehensive vocational education programs and four levels of resources available for vocational education; and 3) adapt the model to the demands of actual policymaking conditions and arrange for feedback to participating practitioners.



Center for Occupational
Education (North
Carolina State)

Improving Policymaking at the State Level for Vocational Education

PRINCIPAL INVESTIGATOR:

H.G. Beard

TARGET AUDIENCE:

State board of education staff involved in vocational education policymaking

COMPLETION DATE:

End of the first quarter of FY 1971

PURPOSE-OUTCOME:

The purpose of this project is to develop a basis for entering the policy system at the state level at a strategic place to improve it, and thus improve vocational education services to people in the southern states.

ABSTRACT:

This project was designed to require the active participation of practitioners at the state level in the identification of policy problems and in the selection of problems to be solved. The solution to policy problems identified as particularly obstructive by practitioners was seen as a research and development product to be produced by the Center. This policymaking model, under development, is expected to improve policymaking by: 1) relating policy to be developed at the state to societal needs and to national needs expressed in federal policy for vocational education; 2) generating policy alternatives; 3) evaluating policy alternatives; 4) generating administrative standards in policy implementation; 5) evaluating policy decision; 6) anticipating the consequences of policy changes such as personnel needs, retraining programs, facilities, and equipment; 7) involving other agencies for necessary support; and 8) providing a basis for managing the policymaking enterprise.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

The Development of an Evaluation
System for Occupational Education
for State Advisory Councils

PRINCIPAL INVESTIGATOR:

John K. Coster

TARGET AUDIENCE:

State advisory councils

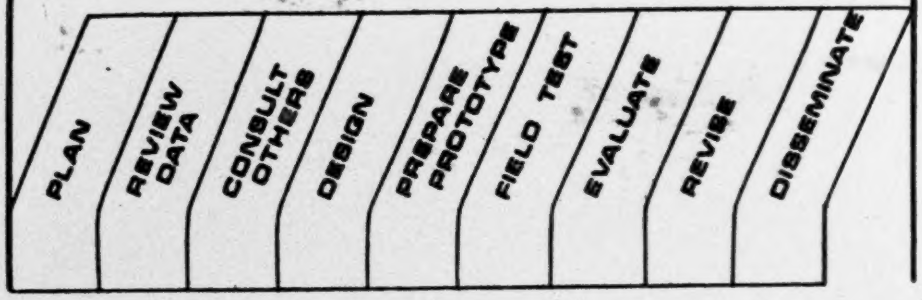
COMPLETION DATE:

PURPOSE-OUTCOME:

This project is addressed to the problem of developing and installing in one selected state a system whereby the evidences required for effective and continuous assessment may be obtained, analyzed, and incorporated into the planning and implementation process of vocational education programs in the state.

ABSTRACT:

This project will produce a system of evaluation of vocational education and assist in its installation in a selected state. The system will meet the following specifications: 1) meet the requirements specified for the evaluation function of the State Council in the Vocational Education Amendments of 1968; 2) capable of generating continuous data for evaluative purposes, and will provide a basis for the continuous evaluation of the occupation education programs in a state with feedback into the policy determination and decision-making processes; 3) will provide for a continuous appraisal of goals, objectives, and priorities, and will provide the mechanism by which evaluative data may be obtained to make these appraisals; 4) will link policy decisions with program operation, and will provide a basis for the evaluation of policy and for the linking of program operation with policy; 5) will be management oriented, and will provide the data for managerial decisions; 6) will link manpower needs of the state with the potential personnel who may be trained to meet these needs; 7) will be capable of being installed with minimum manpower required to operate and maintain the system; 8) will provide a basis for evaluating ancillary services and activities of the state agency; and 9) will insure that information will be obtained to determine whether all groups to be served, as specified in the State Plan for Vocational Education, are being adequately served.



Center for Occupational Education (North Carolina State)

The Development of a Model Subsystem for the Implementation of Section 553, Education Professions Development Act, in State Agencies for Vocational Education

PRINCIPAL INVESTIGATOR:

John K. Coster

TARGET AUDIENCE:

State agencies for vocational education

COMPLETION DATE:

June 30, 1971

PURPOSE - OUTCOME:

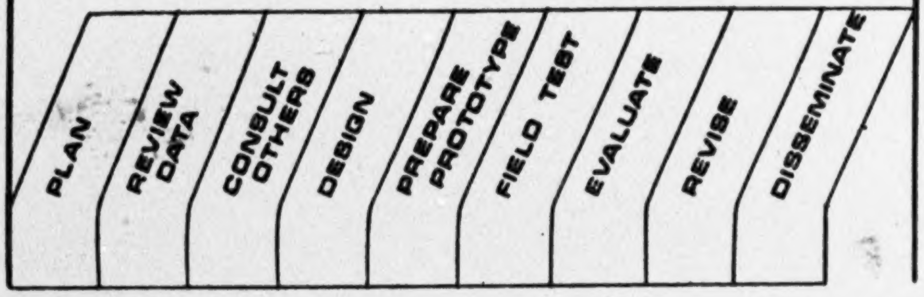
The first objective of this project is to produce a model subsystem for vocational education personnel development in a state agency for vocational education.

The second objective is to produce leadership personnel capable of implementing the state subsystem for vocational education professional personnel development.

ABSTRACT:

A model subsystem for a Vocational Education Professional Personnel Development Program will be developed. This subsystem will meet the following specifications: 1) will be linked with the total system, i.e., the state agency for vocational education, and with other subsystems in the agency; 2) procedures will be delineated for establishing a data base for professional personnel planning; 3) alternate strategies for the attainment of the goals of the subsystem will be specified and a master agenda for articulating the professional development resources of the state will be detailed; and 4) a master agenda for justifying requests for additional funds under the provisions of Section 553 will be prepared.

This project will produce a tested model which may be adopted or adapted by state agencies for vocational education to increase the influence of the state agency in coordinating, developing, and evaluating professional personnel development programs in the state.



Center for Occupational
Education (North
Carolina State)

The Study of Job Commonalities
Relevant to Occupational Education

PRINCIPAL INVESTIGATOR:

Joseph W. Cunningham

TARGET AUDIENCE:

COMPLETION DATE:

PURPOSE-OUTCOME:

The objectives of the project are to: 1) develop a conceptual framework (or taxonomy) for defining work variables or common denominators of jobs; 2) construct an Occupation Analysis Inventory; 3) derive basic work dimensions through the application of factor analysis to various sections of the OAI; 4) develop a system for obtaining estimates of the human attribute requirements of jobs or occupations analyzed by the OAI; and 5) conduct a tryout and validation of the OAI.

ABSTRACT:

There is a need in occupational education for a taxonomy of the activities, conditions, and human requirements of work. The procedures to be followed in the development of such a taxonomy are outlined below:

1. The conceptual-development phase of the project will involve an examination of the literature on learning transfer, psychometrics, information processing, and job analysis. Relevant constructs and principles in these areas will be incorporated.
2. The instrument-development phase will include the definition of item categories and items (work elements) within these categories, item writing and scaling.
3. Work dimensions will be derived.
4. The items (work elements) will be rated by qualified judges on the extent to which each work element requires each of 103 defined human attributes in the cognitive, affective, and psychomotor domains.
5. Instrument tryout and validation will entail rating the samples of jobs with the OAI, determining inter-rater reliabilities of the OAI items, and correlating work-dimension scores and attribute-requirement estimates with general vocational capabilities test scores of students nearing graduation in various occupational curricula, aptitude test scores of incumbents in a representative sample of jobs analyzed by the OAI and the interest and need scores of this same group of incumbents.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

An Economic Study of Occupational
Education in Community Colleges
and Technical Institutes

PRINCIPAL INVESTIGATOR:

L.A. Ihnen

TARGET AUDIENCE:

Administrators, students, and counselors

COMPLETION DATE:

December 31, 1971

PURPOSE-OUTCOME:

The objectives of the project are to:1) develop a system that will generate required data on costs and returns for occupational education, 2) attempt to determine the program costs of occupational education; and 3) estimate returns to occupational education.

ABSTRACT:

Under this project, a questionnaire will be mailed by the participating institutions to each of their graduates for the period 1967-69 and the data will be made available for Center analysis. The employment history, wage and income data obtained from the questionnaire will be used to estimate the returns. Cost data will be obtained from the records of the cooperating institutions and from the Ernest Parry cost study. Cost-benefit ratios, internal rate of return, and multiple regression will be used in the study.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

PRINCIPAL INVESTIGATOR:

Joseph C. Matthews, Jr.

TARGET AUDIENCE:

Administrators, policymakers

COMPLETION DATE:

PURPOSE-OUTCOME:

This study of postsecondary occupational information systems in selected state agencies should indicate the effects that policies and guidance from state levels have had in shaping information management, curriculum planning, and eventual program evaluation at institutional levels.

A Study of Postsecondary Occupational
Information Systems in Selected
State Agencies

ABSTRACT:

A study has been completed of occupational information exchange systems which have developed in 50 technical institutes and community colleges of North Carolina. In extension of this research, contacts are to be made at state agencies and representative postsecondary institutions in several states in the South and East, in order to provide a basis for comparison of these systems and procedures with the comprehensive findings derived from the North Carolina study.

The data will be obtained, largely by interviewing staff members in the selected agencies and schools who are most concerned with the collection, management, and analysis of labor market and demographic information needed for curriculum development and local program planning. Problems, organization, and procedures of information exchange will be noted in such a design as to make it comparable with the results of the North Carolina study.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

The Development of Postsecondary Occupational Education in the South

PRINCIPAL INVESTIGATOR:

Charles V. Mercer

TARGET AUDIENCE:

State and regional agencies concerned with improving occupational education on the postsecondary level

COMPLETION DATE:

PURPOSE-OUTCOME:

The various states have developed a wide variety of responses to the need of providing postsecondary occupational education. To understand the developmental process itself and to incorporate this process in evaluation efforts, the causes of variation need to be better understood.

This project will: 1) provide a description of the present systems of postsecondary occupational education in 16 southern states, and 2) describe the processes by which the various systems have become what they are with the particular emphasis on those events which have occurred since 1958.

ABSTRACT:

In this study of the development of postsecondary occupational education in the South, the data will be obtained from three sources. First, general descriptive data will be obtained from the records of the various state agencies responsible for occupational education. Second, various public documents, such as legislative committee hearings and legislation, will be used to obtain information of the public aspects of the development and change process. The content of hearings as well as the identification of individuals and groups who were interested in effecting legislation will provide a part of the basis for understanding how and why the system became what it is. Third, interviews will be conducted with the officials of the state agency, legislators, and other interested parties to obtain information on the less public aspects of development of change.

The knowledge produced should make a contribution to the current efforts to arrive at strategies for accrediting postsecondary occupational education in the South. Further, it may be possible to arrive at recommendations which would bring about more uniformity in the systems without jeopardizing the autonomy and special needs of the individual states.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

Sources of Information and the Decision Process for Attending Community Colleges and Technical Institutes

PRINCIPAL INVESTIGATOR:

Charles V. Mercer

TARGET AUDIENCE:

Administrators, students

COMPLETION DATE:

PURPOSE-OUTCOME:

The ultimate objective of this research is to identify the non-users of technical institutes and community colleges in the potential population and to ascertain the information which would alter their behavior patterns.

ABSTRACT:

Knowledge of how information reaches various people and the kind of information which will bring various people into the systems will be used as a basis for developing information and recruiting systems for postsecondary occupational education.

Using three institutions in diverse areas, students were selected on the basis of curriculum, nature of enrollment, race, sex, age. The students were interviewed and from a listing of responses, categories of responses were developed so that one and only one appropriate category exists for each response. This will result in a report of the information and decision process being used by present students.

A second related study will involve sampling from the general population. The awareness, information, and information sources of these people will provide a basis for policies designed to alter behavior.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

Employment Performance as an
Evaluation Tool for
Occupational Education

PRINCIPAL INVESTIGATOR:

Allen B. Moore

TARGET AUDIENCE:

COMPLETION DATE:

January 1, 1972

PURPOSE-OUTCOME:

This research is designed to provide occupational education decision makers information about the effectiveness of programs in terms of employee performance on the job. Information will be available to feed back into occupational education systems for strengthening existing programs, eliminating programs of marginal utility, and meeting the needs for new occupational education programs with long-range payoffs to employees and employers.

ABSTRACT:

This research should contribute to the current knowledge of postsecondary occupation education efforts and their effectiveness, in terms of job performance, in the South. By examining the components of occupational education systems, vital information will be obtained and classified for use in program planning, curriculum development, and job placement.

A seminar is planned involving researchers, program planners, counselors, placement directors, students, and employers. They will assist in: 1) identifying selected postsecondary occupational education programs for both men and women in the South; 2) describe characteristics of organizations offering these programs, selected occupational education programs, participants in the selected programs, work situation, and social environment; 3) describe the performance of participants of occupational education programs in selected occupations; and 4) compare the performance of the selected program participants with a randomly selected sample of employees who had no previous occupational education training.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

The Development of a Career Oriented,
Middle Grade Curriculum

PRINCIPAL INVESTIGATOR:

Robert L. Morgan

TARGET AUDIENCE:

COMPLETION DATE:

June 30, 1974

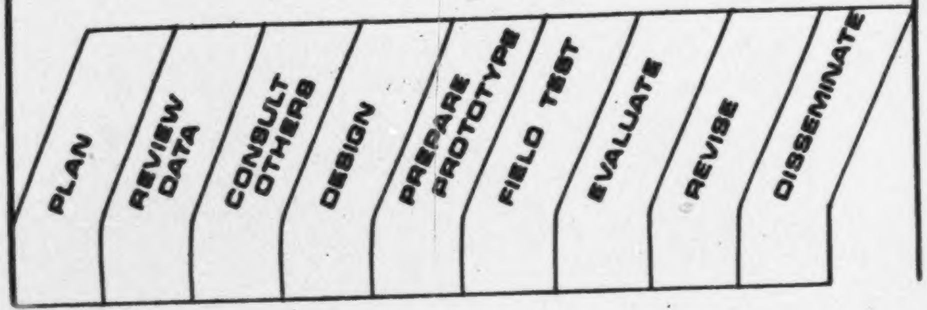
PURPOSE-OUTCOME:

To assure a smooth transition between school and earning a living, there must be an early awareness of the relationships between academic activities and the world of work. The curriculum development activities in the proposed project will provide this link. The integration framework has long been advocated by leaders in the field of occupational education, yet there are few curriculum materials for the middle grade. This project will fill that gap.

ABSTRACT:

A career oriented curriculum could serve the basic skills areas as well as provide the student with occupationally relevant information, under this project, at a cost no greater than the normal instructional program.

A prototype model curricula will be developed which will enhance, relate, and interrelate general and occupational education essential for an effective career development for grades 4-8 and implement the model curriculum in a public school. The curriculum will be evaluated in terms of behavioral changes in students and a systematic updating procedure will then be developed for the curriculum materials that assures a correspondence between the materials and projected career opportunities.



Center for Occupational
Education (North
Carolina State)

An Investigation of the Relationships Between Systematically Derived Work Dimensions and Measured Affective Attributes

PRINCIPAL INVESTIGATOR:

Thomas C. Tuttle

TARGET AUDIENCE:

Vocational counselors

COMPLETION DATE:

December 20, 1971

PURPOSE-OUTCOME:

This project will test an occupational analysis procedure based on the Occupation Analysis Inventory (OAI), for estimating the interest and need requirements of occupations or occupational clusters.

ABSTRACT:

The estimation of attribute requirements of occupations and occupational clusters has primary importance in the area of vocational counseling. This procedure provides a scheme for matching counselees with occupations that have attribute requirement profiles which are similar to measured attribute profiles of counselees. The rationale underlying this procedure is that individuals will have greater job satisfaction if their interests and needs correspond to the interests and needs which are estimated as being most compatible with the job requirements.

The test of this procedure involves investigating relationships between work dimensions, attribute-requirement estimates derived from those work dimensions, and interest, need, and satisfaction scores of job incumbents.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational
Education (North
Carolina State)

PRINCIPAL INVESTIGATOR:

Charles F. Ward

TARGET AUDIENCE:

COMPLETION DATE:

December 30, 1972

PURPOSE-OUTCOME:

The findings of this study will provide reliable information concerning the present state of accreditation of occupational education in the United States. The instruments and evaluative criteria subsequently developed will provide the accrediting agencies and associations with reliable and valid methods of assessing quality in occupational education and will thereby assure Congress that funds are being spent on programs of occupational education which meet minimum standards of quality as determined through reliable and valid methods.

The Development of Standards
for Occupational Education

ABSTRACT:

This project will: 1) ascertain the adequacy of the administrative structures and the standards and evaluative criteria used by the specialized and regional accrediting associations to evaluate occupational education; 2) where inadequacies exist work with the accrediting associations and occupational educators to bring about improvements; and 3) where there is a demonstrated need, undertake a research effort to improve the objectivity, reliability, and validity of instruments used in the accrediting process to evaluate occupational education.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Occupational Education (North Carolina State)

The Application of Mathematical Modeling Procedures to Projecting Curriculum Enrollments and the Study of Student Flow Between Curricula of Community Colleges and Technical Institutes

PRINCIPAL INVESTIGATOR:

John L. Wasik

TARGET AUDIENCE:

Administrators, policymakers

COMPLETION DATE:

October 1, 1971

PURPOSE-OUTCOME:

The proposed student-flow model will provide administrators with a projection of future student enrollment in technical institutes by curricula and program, and will provide a device that could be used by all state and institutional officials to examine the impact of policy alternatives on the vocational-technical educational population at the local level.

ABSTRACT:

This project will: 1) develop a working population flow model of students through the community colleges and technical institutes; 2) simulate change in student flow by varying model parameters such as age, race, sex, and availability of educational programs; and 3) generalize the model for use in other states and regions in the southeast United States.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Center for Vocational and
Technical Education
(Ohio State)

PRINCIPAL INVESTIGATOR:

Sidney D. Borcher

TARGET AUDIENCE:

Post-high school vocational personnel (teachers, counselors, and administrators)

COMPLETION DATE:

December 31, 1973

PURPOSE-OUTCOME:

This project will develop a model for collecting and using information about occupational requirements to design and revise vocational curricula.

A manual will be produced describing the concepts, methods, procedures, and forms needed by vocational educators to acquire and use occupational information effectively in revising and designing curricula.

Use of Occupational Information in Curriculum Design and Revision

ABSTRACT:

The occupational information system will provide a systematic mechanism for relating job performance requirements of program graduates to curricular decisions in the institutions. Task lists validated for use in this effort will find a variety of uses in curriculum planning and in other research. Adoption of the model by several institutions (or states) would provide valuable job performance data to curriculum planners in essentially any post-high school vocational institution in the nation.

Methods developed by the U.S. Air Force to inventory the task requirements of its jobs will be adapted for application to civilian occupations and tested in three occupational areas (probably automotive mechanics, business data processing, secretarial science) and revised task lists and procedures resulting from these tests will be used in two post-secondary institutions to describe for the three occupational areas studied, performance capabilities required by graduates' occupations and the capabilities which are objectives of the curricula.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Center for Vocational and
Technical Education
(Ohio State)

Regional Workshops for Development of State Vocational-Technical Education Information Dissemination Systems

PRINCIPAL INVESTIGATOR:

Joel H. Magisos

TARGET AUDIENCE:

Research coordinating units personnel

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

This project will develop vocational-technical education information dissemination systems at the state level through research coordinating units. In addition, research coordination unit personnel will be assisted in implementing procedures for planning, operating, and evaluating the state systems that are linked to the national system.

ABSTRACT:

Concurrent development of a national information system for education (ERIC), an ERIC Clearinghouse on Vocational and Technical Education (VT-ERIC), and the research coordination units (RCU's) provided institutional settings for a linked, multi-level information system network.

The objective of this project is adoption by RCU's of procedures and techniques for effective dissemination of research and related information which may be utilized for the improvement of vocational-technical education.

Two four-day workshops will be conducted for RCU personnel. Examples of workshop activities include work on use of advisory committees, negotiation of user requests, design of search strategies, utilization of QUERY (i.e., computer software package), and management of document and microfiche collections.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

Information Needs of State and Local Administrators in Vocational and Technical Education

PRINCIPAL INVESTIGATOR:

J. David McCracken

TARGET AUDIENCE:

State and local administrators of vocational education programs

COMPLETION DATE:

August 31, 1972

PURPOSE-OUTCOME:

This program is designed to identify the critical problems of and the information sources used by key decision makers in vocational and technical education.

ABSTRACT:

The objectives of this project are to: 1) identify critical problems for which little substantive information is available to state and local administrators of vocational education programs; 2) describe methods used by state and local administrators in seeking information; 3) identify information sources normally used by state and local administrators of vocational education programs; and 4) identify the criteria employed in the selection of information sources by state and local directors of vocational education programs.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

Improving the Center's
State Evaluation System

PRINCIPAL INVESTIGATOR:

Harold Starr

TARGET AUDIENCE:

Divisions of vocational-technical education, state departments of education

COMPLETION DATE:

December 31, 1971

PURPOSE-OUTCOME:

This project will produce an operational system for state-level evaluation in vocational-technical education.

ABSTRACT:

This project will improve the effectiveness and efficiency of the Center's state evaluation system which is designed for use by state vocational systems in their program planning efforts. Although the evaluation system has undergone preliminary tryouts, full-scale, state-wide tests are needed to assess system functioning in current operational situations of the states.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Center for Vocational and
Technical Education
(Ohio State)

PRINCIPAL INVESTIGATOR:

Joel H. Magisos

TARGET AUDIENCE:

Researchers, supervisors, teacher educators, administrators, teachers, and other vocational educators

COMPLETION DATE:

January 31, 1972

PURPOSE-OUTCOME:

The ERIC Clearinghouse on Vocational and Technical Education, an integral part of the Center, has produced an abstract journal which provides the profession with access to research, instructional, and other materials which are part of the comprehensive document collection of the Clearinghouse.

This project is designed to prepare, publish, and disseminate Abstracts of Research and Related Materials in Vocational and Technical Education (ARM).

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM)

ABSTRACT:

A major objective of the Center is "to provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center (ERIC) located in the U.S. Office of Education." To serve this objective, the ERIC Clearinghouse on Vocational and Technical Education will produce four issues of the publication, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) during the Fall 1970, Winter 1970, Spring 1971, and Summer 1971 quarters for distribution to complimentary users and paid subscribers.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

Development of an Instrument to
Assess the Change Orientation
of Vocational Teachers

PRINCIPAL INVESTIGATOR:

William L. Hull

TARGET AUDIENCE:

Teachers and administrators of vocational education

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

This project will produce an instrument designed to measure the orientation of vocational teachers toward change.

ABSTRACT:

Leaders in vocational education are unable to formulate strategies for diffusion of innovations because they have no dependable way to identify teachers who are likely to initiate or be receptive to changes. This project will begin an examination of one possible solution to the problem by defining and attempting to measure the attitudes of vocational teachers toward change. If reliable measures are achieved with some evidence of validity, it then will be possible in subsequent studies to evaluate the utility of these attitudes ("change orientation") for predicting teachers' behavior with respect to innovation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

Fifth Annual National Vocational-Technical Teacher Education Seminar

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

Vocational-technical teacher educators

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

This project will provide a vehicle for critically examining problems related to the preparation of vocational-technical teachers, and to provide the essential national dialogue to meet these vital program needs.

ABSTRACT:

The primary audience for this three-day seminar will be teacher educators in all of the vocational service areas (agriculture, business and office, distributive, health occupations, home economics, technical, and trade and industrial education). Invitations will also be extended to other appropriate personnel conerned with teacher education.

This seminar is a primary dissemination and diffusion strategy of the Center for vocational teacher educators. The theme of the seminar will be based on Center research and development projects. Seminar instructional staff will include both Center personnel and appropriate vocational education leaders outside the Center.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

Fourth Leadership Development Seminar for State Directors of Vocational Education

PRINCIPAL INVESTIGATOR:

Darrell L. Ward

TARGET AUDIENCE:

State directors of vocational-technical education and assistant state directors

COMPLETION DATE:

January 31, 1972

PURPOSE-OUTCOME:

This project is designed to provide a mechanism for the inservice leadership development of state directors and assistant state directors of vocational education.

ABSTRACT:

This seminar will be designed to: 1) provide a forum for the exchange of information concerning exemplary or innovative programs in the various states; 2) provide a mechanism for the professional development and self-improvement of the target group; 3) provide essential skills for long-range, state master planning; and 4) contribute to a long-range professional improvement program for state directors.

A final seminar proceedings document which captures the formal presentations and the organized discussion and reports will be distributed to participants and appropriate agencies.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

Monograph on Programmatic Research and Development in Vocational-Technical Education

PRINCIPAL INVESTIGATOR:

Frank C. Pratzner

TARGET AUDIENCE:

Research & development specialists, state directors and RCU personnel

COMPLETION DATE:

April 30, 1971

PURPOSE - OUTCOME:

A monograph will be produced that is derived from six original papers which discuss the nature, techniques, and examples of programmatic research and development in education.

ABSTRACT:

The questions discussed in this monograph will include: 1) What is "programmatic R & D"? 2) How does one go about doing "programmatic R & D"? and 3) What are the best examples of extant programmatic R & D in vocational-technical education?

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	DEVELOP PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

Simulation Training Materials for
Vocational Education Leadership

PRINCIPAL INVESTIGATOR:

Darrell L. Ward

TARGET AUDIENCE:

Present and potential state and local leadership personnel in vocational education

COMPLETION DATE:

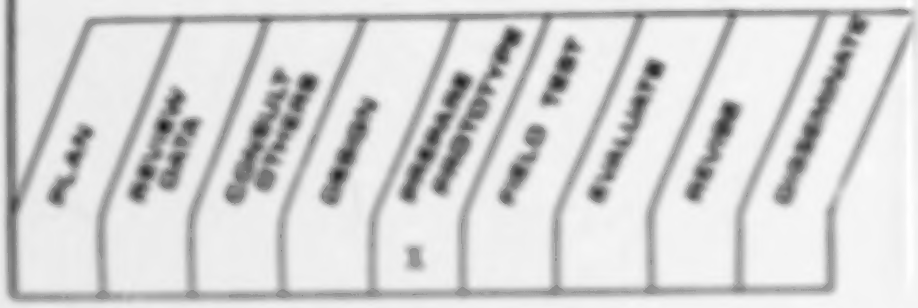
August 31, 1972

PURPOSE-OUTCOME:

Outcomes expected are two sets of training materials which utilize leadership training simulation techniques, and 15 to 20 individuals prepared to use the materials in the training of leadership personnel.

ABSTRACT:

This project will provide useful tools for the preparation of vocational education leadership personnel. Specific objectives include: 1) a list of critical problem areas and needed leadership skills in vocational education, 2) leadership training materials which utilize simulation techniques for developing these skills, and 3) a cadre of trained personnel who can effectively use the simulation materials to train others.



Center for Vocational and
Technical Education
(Ohio State)

Pre-American Vocational Association
Research Training Sessions

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

100 participants who wish to acquire skills to conduct and manage research and development activities

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

Through intensive training sessions, vocational and technical educators will be provided with essential skills and knowledge in appropriate areas of research, development, and research utilization. These sessions should provide the participants the skills to conduct necessary research and/or to manage and direct research and development activities.

ABSTRACT:

Critically needed areas of research training will be identified by the Center project staff in conjunction with the Research and Evaluation Department of the American Vocational Association. From these priority areas, four will be selected for workshop topics. Four three-day workshops will be conducted concurrently on the three days just prior to the national American Vocational Association convention.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

A Prototype Differentiated
Staffing Pattern in
Vocational-Technical Education

PRINCIPAL INVESTIGATOR:

Joseph P. Arnold

TARGET AUDIENCE:

Personnel occupying the differentiated teaching roles in vocational and technical education

COMPLETION DATE:

January 31, 1973

PURPOSE-OUTCOME:

A model will be developed that is applicable to essentially all vocational teaching situations and which assigns teacher tasks to given hierarchical levels within the model.

ABSTRACT:

This project will develop, pilot test, and refine a practical plan for optimizing the use of professional (and related) staffing patterns based on the most critical teacher tasks and functions which will better utilize the talents of vocational teachers at the local level.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Center for Vocational and
Technical Education
(Ohio State)

The Development of a Manpower
Planning Model for State Programs
of Vocational and Technical Education

PRINCIPAL INVESTIGATOR:

Robert C. Young

TARGET AUDIENCE:

Key decision makers in state departments of vocational education

COMPLETION DATE:

January 31, 1971

PURPOSE-OUTCOME:

This project is designed to develop the outline of a systems-oriented planning model for integrating manpower considerations into the decision-criteria for vocational education program design and to provide a partial vocational education planning model which focuses on economic and manpower dimensions.

ABSTRACT:

Planning for vocational education programs frequently is handicapped by the lack of systematic methods for obtaining and including consideration of relevant manpower requirements information. This project is intended to provide: 1) a description of the components (and their interrelations) of a vocational education planning system; 2) a description of the data requirements for analysis of this system; and 3) a partial vocational education planning model, focusing on economic and manpower dimensions.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

Forecasting Future Trends Useful for Reappraisal in Education

PRINCIPAL INVESTIGATOR:

Robert E. Campbell
Louise B. Vetter

TARGET AUDIENCE:

Local, state, and national level personnel who plan for vocational education programs

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

The purpose of this project is to assist the leadership in vocational education to include projected characteristics of our industrial society in their formulations of long-range educational policy and plans.

ABSTRACT:

This project will identify issues, problems, and trends which relate to long-range planning and policy formulation (circa 1980) for vocational and technical education. In addition, a data base and plan for the continuation of forecasting efforts by the Center will be provided.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

The Relevance of Occupational
Experience to Vocational Teaching

PRINCIPAL INVESTIGATOR:

Joseph P. Arnold

TARGET AUDIENCE:

Research teaching, and program planning personnel in vocational and technical education

COMPLETION DATE:

January 31, 1973

PURPOSE-OUTCOME:

A model will be developed for assessing the extent of relationship between vocational teaching content and the most critical tasks performed in an occupation.

ABSTRACT:

This research will examine the relations of occupational experience and vocational teaching in selected areas and devise methods for similar assessment in other areas.

The project will provide: 1) a description of the relevance of occupational experience to vocational teaching in two occupational areas in which experience is considered important; and 2) methods and associated procedures for assessing the relevance of occupational experience to vocational teaching in other occupational areas.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Vocational and
Technical Education
(Ohio State)

Simulation Training Programs for
State Leadership

PRINCIPAL INVESTIGATOR:

Darrell L. Ward

TARGET AUDIENCE:

Personnel in state divisions of vocational and technical education

COMPLETION DATE:

February 28, 1971

PURPOSE-OUTCOME:

This project will prepare a simulation training program which will be adequate for pre- and inservice training of leaders in vocational and technical education.

ABSTRACT:

The training of this project will relate to the need for relevant leadership skills essential to certain state vocational leadership personnel. Two recently completed Center projects which resulted in the development of two state leadership simulation training packages will provide the basis for preparation of additional programs. The additional program will be suitable for use in college classrooms and at leadership development workshops.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Center for Vocational and
Technical Education
(Ohio State)

The Change Process in Vocational and Technical Education

PRINCIPAL INVESTIGATOR:

William L. Hull

TARGET AUDIENCE:

Selected research, development, and dissemination personnel in vocational and technical education

COMPLETION DATE:

February 28, 1971

PURPOSE-OUTCOME:

A research report will be completed which examines the relationship between change orientation and/or adoption behavior in a State Division of Vocational Technical Education and the various types of communication processes, patterns, and organizational structures.

ABSTRACT:

This project should provide specific information concerning the techniques for reducing the time lag between educational invention and implementation.

The project will study the change process as it relates to the organizational structure of vocational and technical education and then describe the decision-making process within the formalized structure of vocational education in relation to the acceptance or rejection of a specific innovation. In addition, the study will attempt to determine the communication behavior patterns of opinion leaders at the state and local levels and to identify linkages that appear between the levels.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

Continuation of a Pilot
Program for the Development of
State Vocational-Technical Education
Information Dissemination Systems

PRINCIPAL INVESTIGATOR:

Joel H. Magisos

TARGET AUDIENCE:

Research coordinating units (RCU's) of state division of vocational education

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

This project will effect the adoption of a new technology for information dissemination (i.e., computer searches with QUERY software) by pilot programs (research coordinating units).

ABSTRACT:

The objective of the project is a group of research coordination units, linked cooperatively to VT-ERIC, which have exemplary information dissemination systems based on target audience studies, have computer retrieval capability, are engaged in information analysis, and will cooperate in conducting regional workshops for other RCU's.

Eight cooperating state research coordination units have pledged continued cooperation. A conference will be called to achieve or plan achievement of project objectives. During this, the second year of the pilot program, RCU's will move into a demonstration phase which will hasten adoption of a comprehensive information dissemination program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Center for Vocational and
Technical Education
(Ohio State)

A Critical Analysis of Alternative Strategies for Curriculum Development in Vocational-Technical Education

PRINCIPAL INVESTIGATOR:

Frank C. Pratzner
Brandon B. Smith

TARGET AUDIENCE:

Curriculum developers and researchers

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

A research report will be completed which provides a critical analysis of the theoretical bases and methodological procedures of selected curriculum development strategies.

ABSTRACT:

This project will provide an organized description of the various methods used to identify and organize curriculum content and an evaluation of the effectiveness of the methods.

Objectives include: 1) a description of the methodological domain; 2) a description of curriculum development methodologies which have been used such that the methodologies are identified and classified by the schema of objective 1; 3) a critical analysis (comparison, contrast, evaluation of strengths and weaknesses) of the theoretical bases and methodological procedures of selected curriculum strategies; and 4) a reference source for identification of researchable problems.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

Identification of Criteria
for the Systematic Selection
of Curriculum Content

PRINCIPAL INVESTIGATOR:

Frank C. Pratzner

TARGET AUDIENCE:

Curriculum developers and researchers

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

The purpose of this study is the identification and description of criteria for the selection of curriculum content in vocational and technical education.

ABSTRACT:

Task inventories provide a source from which curriculum content can be selected. The kind, number, and relative importance of possible considerations in the selection of tasks for inclusion in a curriculum have not been identified. This study is the first in a series of three studies intended to devise a decision model for selection of training content.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

The Development of a Taxonomy of Innovations in Vocational and Technical Education

PRINCIPAL INVESTIGATOR:

William L. Hull

TARGET AUDIENCE:

Change process researchers and potential adopters of innovations in vocational and technical education

COMPLETION DATE:

December 31, 1971

PURPOSE-OUTCOME:

The purpose of this project is to develop a taxonomy of innovations in vocational and technical education that outlines the specifications for potential adopters, e.g. time required for installation, beneficial outcomes of an innovation, space and equipment requirements.

ABSTRACT:

This proposal identifies the first of three sequential projects designed to facilitate the adoption or rejection of innovations in vocational and technical education. The proposed taxonomy of innovations will simplify the task of evaluating proposed innovations by categorizing their attributes according to classes of phenomenon. Decision makers in vocational and technical education can use this classification scheme to compare innovation requirements with their existing system. The project's second phase, the development of diffusion strategies, are not treated here.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Center for Vocational and
Technical Education
(Ohio State)

PRINCIPAL INVESTIGATOR:

Calvin J. Cotrell

TARGET AUDIENCE:

Vocational teacher educators, university administrators, and future teachers

COMPLETION DATE:

August 31, 1972

PURPOSE-OUTCOME:

The purpose of this project is to install vocational-technical teacher education curricula in the school or college of education of a cooperating university using the guidelines for model curricula developed in previous Center projects.

Cooperative Development of Professional Education Curricula (Phase III)

ABSTRACT:

The objectives of the project are to develop with the vocational-technical faculty of a cooperating teacher education institution: 1) specific performance goals for a set of professional education courses, 2) a sequence for goals and courses, 3) appropriate selection of teaching strategies, and 4) a guide for joint development of model curricula.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X		X			

Center for Vocational and
Technical Education
(Ohio State)

Understanding the Supervisor's Role:
A Curriculum Unit Taught with Short
Films and Group Discussions

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

Secondary and postsecondary teachers and students in vocational and technical education

COMPLETION DATE:

January 31, 1972

PURPOSE-OUTCOME:

This project is designed to provide an integrated educational context for using five short sound motion pictures (16mm) and group discussion procedures (developed by the Center for training vocational students to respond favorably to job supervision) by developing a teacher's manual and other supporting materials for a curriculum unit suitable for secondary and postsecondary vocational and technical students.

ABSTRACT:

Instruction, in this curriculum unit, will cover the general role of the supervisor and will supply background information for the five films and group discussions.

Comprehensive cognitive and affective behavioral objectives will be identified and assessment instruments constructed on the basis of the previous research rationale and findings. Lesson plans will be written to attain optimum sequencing of objectives. A teacher's manual will outline assumptions, principles, and techniques. Validity will be established through formative evaluation and field testing.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Vocational and
Technical Education
(Ohio State)

Regional Simulation Workshop: Programs and Facilities Planning

PRINCIPAL INVESTIGATOR:

Wayne E. Schroeder

TARGET AUDIENCE:

Leadership personnel in the various U.S. Office of Education regions

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

This project will provide training in the use of tested, Center developed, leadership training materials for leadership personnel in the various U.S. Office of Education regions, and to provide a training and dissemination mechanism for moving exemplary training materials related to vocational program and facility planning into the regions for adoption.

ABSTRACT:

State supervisors and assistant state supervisors of vocational programs, teacher educators, and other appropriate leadership personnel will be trained in the use of Center developed curriculum packages to enable them to conduct similar training programs.

The workshop should produce: 1) state leadership personnel who are familiarized with the latest research based training packages and materials developed at the Center, 2) state leadership personnel trained in the use of newly developed training packages and materials, and 3) state leaders who are qualified to plan and implement national, regional, and state training and adoption programs using training materials based on prior Center research and development.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

National Simulation Training Workshop:
Coordinated State-Local Planning

PRINCIPAL INVESTIGATOR:

Wayne E. Schroeder

TARGET AUDIENCE:

Leadership personnel in vocational education on state and local level

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

Under this project, a workshop will be conducted nationally which will provide state and local leaders with the materials, training strategies, and advisory support for implementing local inservice training programs in vocational education leadership development.

ABSTRACT:

State supervisors and assistant state supervisors of vocational programs, teacher educators, and other appropriate leadership personnel will be trained in the use of Center developed curriculum packages to enable them to conduct similar training programs.

The workshop should produce: 1) state leadership personnel who are familiarized with the latest research based training packages and materials developed at the Center, 2) state leadership personnel trained in the use of newly developed training packages and materials, and 3) state leaders who are qualified to plan and implement national, regional, and state training and adoption programs using training materials based on prior Center research and development.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

National Training Workshop on
Planning, Programming,
Budgeting Systems

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

State level vocational education program planners

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

A workshop will be conducted which will assist state level vocational education program planners in the utilization of program planning and budgeting system concepts in their future planning.

ABSTRACT:

Nominations for participants in this workshop will be solicited from State Divisions of Vocational Education and Regional Offices of the U.S. Office of Education. Approximately 30 participants will be trained in the concepts of PPBS in a five-day workshop in Columbus, Ohio. Training materials used will be the newly revised volumes of Center developed PPBS materials.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

Revision of Vocational Education PPBS
Training and Related Materials

PRINCIPAL INVESTIGATOR:

Desmond L. Cook

TARGET AUDIENCE:

Vocational teacher educators and administrators, and teachers of educational planning

COMPLETION DATE:

May 31, 1971

PURPOSE-OUTCOME:

This project will produce PPBS training materials appropriate for preservice graduate and undergraduate preparation and inservice workshops, conferences and seminars important to the use of PPBS in vocational education management.

ABSTRACT:

As the demand for accountability in vocational education steadily increases so does the demand for improved and more effective management systems. The Program Planning and Budgeting System has been proven both in the field of education as well as other fields as a desirable management approach. The installation of this system has been hampered by lack of qualified personnel knowledgeable in the principles, concepts, and fundamentals of PPBS. Further, there exists a complete lack of tested materials to use in training programs on PPBS. It is the objective of this project to revise, test, and disseminate the PPBS training materials earlier developed by the Center.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Center for Vocational and
Technical Education
(Ohio State)

Regional Workshops for Local Leaders

PRINCIPAL INVESTIGATOR:

Wayne E. Schroeder

TARGET AUDIENCE:

Local and state level administrative and supervisory personnel in vocational and technical education

COMPLETION DATE:

August 31, 1971

PURPOSE-OUTCOME:

Under this project, regional workshops will be conducted which will provide state and local leaders with the materials, training strategies, and advisory support necessary for implementing local demonstrations or inservice training programs based on Center developed, research based training packages and materials.

ABSTRACT:

This project will familiarize local vocational education leaders and administrators with newly developed Center products, techniques, and training packages designed to improve vocational education programming.

State and local vocational education administrators will be notified of the three workshops that will be conducted in the east, midwest, and western areas of the United States. Approximately 100 participants will be selected to come at their own expense to each two-day workshop. Various appropriate Center products will be demonstrated and explained to these participants. Furthermore, they will be encouraged to adopt and use these products in their respective local settings.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

Selected local vocational education administrators and supervisors

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

Under this project, a workshop will be conducted to familiarize local vocational education leaders and administrators with a Center developed program evaluation package for local districts.

Regional Workshops:
Local Evaluation System

ABSTRACT:

At this workshop the Center developed local program evaluation package will be explained and/or demonstrated. Two regional workshops are planned that will be conducted in the eastern and western United States. Approximately 20 participants who have some responsibility for the evaluation of vocational education programs will be selected for each two-day workshop. Participants will be encouraged to adopt and use the evaluation package in their local districts.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Social Organization of Schools (Johns Hopkins)

PRINCIPAL INVESTIGATOR:

J. Holland
T. Baldwin

TARGET AUDIENCE:

Social scientists, educators, general audience

COMPLETION DATE:

Complete work on available data--January 1972; Complete work on new data--January 1973

PURPOSE-OUTCOME:

This project, a part of the Careers and Curricula Program, will develop work history knowledge of achiever, satisfied workers, blacks and whites.

Work History Studies

ABSTRACT:

In these studies, the staff will code and examine the work histories obtained from existing records. The occupational classification developed earlier makes it possible to study work histories in two dimensions (by kind of work and by level of education). Using this new tool, more is expected to be learned about the histories of such groups as achievers, satisfied workers, blacks and whites.

These studies will use data specifically collected to investigate problems raised by the earlier examination of published work histories.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Social Organization of Schools (Johns Hopkins)

Social Accounts Program

PRINCIPAL INVESTIGATOR:

P. Rossi, J. Coleman,
Z. Blum, and Staff

TARGET AUDIENCE:

Social "movers," educators, administrators

COMPLETION DATE:

Monograph--1972

PURPOSE-OUTCOME:

A monograph will be published that will center on three major topics: 1) a descriptive account of the life histories of males, showing how their life experiences are conditioned by their race, social origins, and educational attainment; 2) a presentation of the impact of significant life experiences (e.g., migration, mode of entry into the labor force, etc.) on occupational and income attainment; and 3) an attempt to construct a prototypical social accounts scheme based on these analyses and on other data (e.g., U.S. Census, other studies of social mobility, etc.).

ABSTRACT:

The major empirical work of the program has been conducted under the Retrospective Life History Study. A national survey was designed in FY 1968 and carried out in FY 1969 collecting retrospective socioeconomic life histories from national samples of white and black males between the ages of 30 and 39. The socioeconomic life histories consist of detailed educational experiences, detailed employment histories, as well as shifts in residence, family status, and household composition. During FY 1970, a number of analyses were made of these data and these appear in papers issued by the Center. These initial forays into the materials have proved fruitful. Most of the effort in 1971 will be spent in writing a monograph to be published during FY 1972.

Work on another project in the program, Computer Simulation of Social Mobility, involves working out a general strategy for computer simulation of social mobility over time.

Finally, a continuous project, Analysis of Continuous History Work Data, tests and amplifies mathematical models developed in the course of the main analysis.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X*			X		

X Retrospective Life History Study
X* Computer Simulation of Social Mobility

Education
Development
Center

Vocational Education Study

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Planners of vocational education programs

COMPLETION DATE:

PURPOSE-OUTCOME:

In the spring of 1968, the Ford Foundation provided a one-year grant in response to a proposal submitted jointly by Harvard University, the Massachusetts Institute of Technology, and Education Development Center to explore the feasibility of developing a comprehensive program of education that would counterbalance the priorities now given to academically oriented, college-bound students.

ABSTRACT:

As a result of the Ford Foundation grant awarded to EDC, Harvard and MIT, a number of activities have been undertaken in the area of vocational education.

At the Education Research Center at MIT, the Unified Science Study Project is developing an experimental project-oriented course that cuts across traditional disciplinary boundaries.

A survey team was formed to review programs in vocational education as well as other related programs. A limited number of the Interim Report of the Survey Team are available upon request to:

Vocational Educational Project
Education Development Center
55 Chapel Street
Newton, Mass. 02160

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR:

Douglas Towne

TARGET AUDIENCE:

Vocational education instructors in high schools and community colleges

COMPLETION DATE:

Index/Catalog Packages--ready for production; Materials Directories--1971

PURPOSE-OUTCOME:

The immediate goal of the project is to make vocational-technical training materials, developed by federal government agencies, readily available to local schools and colleges. The result will be more effective and up-to-date training programs.

Vocational-Technical
Education Project

ABSTRACT:

Efforts to identify and make available appropriate vocational-technical materials involves: 1) identification of materials readily available from federal government agencies; 2) organization of these materials and the development of index-materials packages or directories; 3) establishment of a dissemination center in cooperation with State Departments of Vocational Education to make the materials accessible to public and private schools, community colleges, and other agencies engaged in vocational education efforts.

Indexes and accompanying catalogs of transparencies, charts, film and manuals developed by the U.S. Navy have been prepared in seven subject areas: Automotive mechanics, welding, machinist trades, basic electricity, basic electronics, first aid, and marine navigation.

Directories of training materials readily available from federal government agencies are being compiled in seven instructional areas: Agriculture, distributive education, health occupations education, home economics, office occupations, technical education, trade and industrial occupations.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X*				X	

X Index/Catalog Packages
X* Materials Directories

ALSO SEE:

Disadvantaged

The Development of Intervention Strategies and Techniques to Improve the Vocational Coping Behaviors of Disadvantaged Youth	170
Inservice Training Programs for Educational Personnel Working with Occupationally Disadvantaged Youth	171

Rural - Isolated

Development of a Planning, Management and Evaluation System for Occupational Programs in Rural Schools	202
National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas	203
Self-Instructional Systems in Vocational Subjects for High School Youth	205

Counseling - Guidance

Vocational Guidance	211
The Construction and Validation Measures of Vocational Maturity	212
Development of a Handbook of Vocational Guidance Methods	213
Operation Guidance	214
Women's Career Development	215
Revised Theory of Personality Types	220
Theoretical Studies	221
Extension of an Occupational Classification	222
Extension, Recalibration, and Validation of the Classification of Occupations	223
Development of Graded Series SDS's	224
Evaluation of the SDS for Educational and Vocational Planning	225
Implications for Vocational Education	226

Higher Education

Educational Improvement Systems	297

Teacher Education

Model Curricula for Vocational and Technical Teacher Education	315
Vocational Teaching in Diverse Cultural Settings: Phases I & II	316-317

Teacher Education (continued)

Development of a Microteaching Program for Vocational and Technical Teacher Education 318
National Training Workshop: Microteaching and Videotape Feedback 319
National Simulation Training Workshop: Teacher Education 320

Research for
Better Schools, Inc.

Adult Basic Education:
Math and Reading

PRINCIPAL INVESTIGATOR:

Research for
Better Schools, Inc.

TARGET AUDIENCE:

Functional illiterate adults

COMPLETION DATE:

1974

PURPOSE-OUTCOME:

This program was developed to provide an instructional system for functional illiterates that will enhance their skills in Reading and Mathematics.

ABSTRACT:

Some of the advantages of the IPI Adult Basic Education Program include the elimination of problems which have been plaguing adult education for years. For example, IPI does not require fixed classroom time or space. In addition, the student can learn at his own rate of speed, according to individual needs and desires, and an individualized program of studies can be determined for each adult.

The project thus far has shown such great promise that the Nevada State Department of Education has asked RBS to take it over entirely, resulting in plans for field testing in eight centers throughout Nevada and in other centers in Pennsylvania, New York, New Jersey, Florida and California.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Southwestern Cooperative
Educational Laboratory

MAPAR Learning Packages for Adults

PRINCIPAL INVESTIGATOR:

Produced by MAPAR of McMinnville, Oregon, under contract to SWCEL

TARGET AUDIENCE:

The under-educated Spanish speaking adult, primarily the Mexican American

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

The MAPAR materials, consisting of three instructional packages, were developed to cope with the inadequacies in instructional materials available for teaching the under-educated Mexican American adult.

ABSTRACT:

Three packages are included in the MAPAR materials. The English Readiness Package consists of three interrelated teaching units (a sight vocabulary, alphabet, and English phonology) which are directed at the Spanish speaking adult who has a minimal understanding of English. Instruction is given primarily in Spanish.

The Comparative Buying Package was designed to develop the necessary competencies required to plan family spending through utilization of shopping and money management techniques.

The Job Application Package assists the Mexican American in learning to complete an employment application and to provide him with techniques for creating a favorable impression during an interview. This material is taught only in English.

Minimal training by a SWCEL specialist is necessary to prepare adult education teachers to use these packages. Training sessions emphasize instructional techniques needed for teaching the package, as well as the correct use of accompanying tapes, slides, flash cards, transparencies, workbooks, and supplemental activities.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Southwestern Cooperative
Educational Laboratory

PRINCIPAL INVESTIGATOR:

Produced by the University of Arizona Radio-TV Bureau under contract to SWCEL

TARGET AUDIENCE:

The under-educated, Spanish speaking adult with a limited knowledge of English

COMPLETION DATE:

First 15 films: January 1, 1971. Entire series of 30 films: June 30, 1971

PURPOSE-OUTCOME:

The goal of the Empleen Ingles series is to teach English to the Spanish speaking adult in a home setting.

Empleen Ingles

ABSTRACT:

The Empleen Ingles series, utilizing animated color films and music with a Mexican beat, reaches urban and rural Spanish speaking populations through the medium of commercial and educational television as well as community study groups. Thus, the Spanish speaking adult can be reached--and at a low cost.

The Empleen Ingles series consists of 30 half-hour films which utilize true to life situations. The films have been developed to achieve specific linguistic and cultural aims and each may be used as a complete instructional unit.

The films emphasize practical applications of oral English language ability in completing application forms, comprehension of weights and measures, counting money, telling time, reading traffic signs, oral communication in grocery shopping and visiting a doctor's office or medical clinic, and communicating with the child's teacher.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

ALSO SEE:

Organization and Administration

Classroom Applications of Research in Expectation Theory 20

Bilingual

English as a Second Language 166

Urban Education

Community Learning Centers 196
Educational Leadership Training Program 197

Counseling - Guidance

Adult Studies in the Development of Talents and Competencies 219

Center for Research &
Development in Higher
Education (Berkeley)

PRINCIPAL INVESTIGATOR:

K. Patricia Cross

TARGET AUDIENCE:

Planners and practitioners working to develop programs for "lower half" students

COMPLETION DATE:

Summer 1970

PURPOSE-OUTCOME:

This project was developed to 1) help the people faced with planning postsecondary education for lower half students to better understand their backgrounds, interests, attitudes, and abilities; 2) seek the special strengths of this new group so that educational experiences that capitalize on their strengths instead of focusing on their limitations may be designed; and 3) seek examples of educational innovations that have proved successful or seem promising.

Preparing for the Postsecondary
Education of "Lower Half" Students

ABSTRACT:

With 84 percent of high ability (top quarter) students now in college and with a strong national commitment to universal higher education, it is essential that the nation plan how best to meet the needs of these students who are new to higher education.

Activities of this project include: 1) the selection of appropriate data banks, 2) a survey of relevant literature on lower half students, 3) a reanalysis of the data to determine characteristics of lower half students, 4) a survey of the literature plus campus visits to seek successful or promising methods, 5) a survey of data banks and literature for research relevant to special abilities, and 6) preparation of materials for dissemination to practitioners.

A monograph or book will be written for the practitioner. Technical language will be avoided, and the emphasis will be on interpretation and analysis of what is known with suggestions and recommendations for providing more appropriate postsecondary experiences for low ability students.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Research &
Development in Higher
Education (Berkeley)

Remedial Education Program

PRINCIPAL INVESTIGATOR:

K. Patricia Cross

TARGET AUDIENCE:

Practitioners in remedial education programs

COMPLETION DATE:

Phase I: February 1970

PURPOSE-OUTCOME:

This project was designed to develop a model for evaluating and improving remedial programs.

ABSTRACT:

It is increasingly apparent that large numbers of students wishing to continue education beyond high school do not possess the minimum educational skills necessary for regular college courses nor indeed for modern technical and vocational courses. Community colleges, especially, are already struggling with the many questions of remediation.

This project will devise instruments for the evaluation and self-study of remedial programs, for example, goals inventory and appropriate measures of accomplishments. New models of remedial programs will be developed and demonstration models will be established in the most successful programs.

Activities of Phase I of this project include: 1) identifying appropriate remedial programs for study and convening an advisory council, 2) developing goals inventory and program descriptions, and 3) administering goals inventory to faculty and analyzing results.

Phase II and Phase III will be completed in fiscal years 1971 and 1972.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X.	

Center for Research &
Development in Higher
Education (Berkeley)

Ethnic Studies and
Student Characteristics

PRINCIPAL INVESTIGATOR:

Paul Christensen
Janet Ruyle

TARGET AUDIENCE:

Practitioners and researchers dealing with educational programs for ethnic minority children

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

This project aims to 1) provide a good classification system of all types of ethnic studies and programs available to students at this time, 2) provide a thorough description of the various programs available, 3) examine programs in planning stages, 4) describe characteristics of students from minority-ethnic backgrounds and those who enter ethnic programs, and 5) identify likely institutions, programs, and problems around which to design further studies.

ABSTRACT:

This study was developed to provide a basis from which to design useful research projects on ethnic studies. Specifically, the expectation is to describe the programs by type of institution, stage of development, content of curriculum, its scope and objectives, and the types of student for whom these studies are designed. A description will be made of the students in these programs, their characteristics, requirements for admittance, and their persistence where these data are available from each institution. The goal is to identify active, vital, successful programs, at least by institutional standards.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Center for Research &
Development in Higher
Education (Berkeley)

Black Studies Programs as
Preparation for the Professions

PRINCIPAL INVESTIGATOR:

Algo D. Henderson
Natalie B. Gumas

TARGET AUDIENCE:

Faculty/professional and preprofessional

COMPLETION DATE:

Completed: Report in press

PURPOSE-OUTCOME:

This study examines the potentialities in black studies as preprofessional training as one possible way of attracting more disadvantaged students with new values to the professions of medicine, dentistry, and law.

ABSTRACT:

This study should reveal ways in which black studies majors may be constructed to assure adequacy of preparation to undertake study in the professions and may influence the professional schools to give more attention to the admission of black students who are motivated to return for service in the black community.

A series of recommendations will be addressed to colleges and universities offering or interested in establishing a black studies program, as well as professional schools interested in recruiting black students, concerning the relevance of ethnic studies as a way of motivating and encouraging students to enter the professions and, hopefully, practicing in disadvantaged communities.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Research &
Development in Higher
Education (Berkeley)

The Relative Effectiveness of Student Peers, Paraprofessionals, and Professional Counselors on the Academic Performance of "New Students"

PRINCIPAL INVESTIGATOR:

E. Klingelhofer and team

TARGET AUDIENCE:

New students, peer counselors, paraprofessional and professional counselors

COMPLETION DATE:

June 1972

PURPOSE-OUTCOME:

Expected outcomes of this project will pertain to knowledge and to behavior including: 1) a description of the characteristics and attributes of professional counselors who regularly work with new students; 2) determining if the performance of students is differentially associated with the degree of professionalism of the counselor; 3) identification of student and counselor variables interacting in successful counseling outcomes; and 4) identification of students likely to benefit from counseling with any of the several counselor types. Particular behavioral outcomes will be concerned with the effective counseling that should be associated with better academic performance and greater satisfaction.

ABSTRACT:

This project was designed to ascertain the background, characteristics, attitudes, and values of professional counselors who provide services to new students, and also to assess the differential effects of peer, paraprofessional, and professional counselors on the academic performance of new students.

The expected products from this project are the following: a composite history of professional counselors of new students; diagnostic materials identifying the new student most likely to profit from counseling; diagnostic materials indicating which peer, paraprofessional, or professional counselors are most capable of working with new students; model training programs for peer and paraprofessional counselors; and video tapes for the training of prospective counselors of new students and for the orientation of new students to counseling.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Center for Research &
Development in Higher
Education (Berkeley)

Impact of a Program of Peer Tutoring on the Communications Skills of "New Students"

PRINCIPAL INVESTIGATOR:

E. Klingelhofer and team

TARGET AUDIENCE:

New students and peer tutors

COMPLETION DATE:

June 1972

PURPOSE-OUTCOME:

Knowledge resulting from this project will include: information about the extent to which peer tutoring results in significant gains over a basic program of training in communications skills; the characteristics of new students who benefit from peer tutoring; the characteristics of peer tutors who are effective; important matched characteristics between student and tutor; and an experimental program of training for peer tutors.

Project outcomes include: for the new students--improved communication skills and positive attitudes; and the tutors--help with new student improvement, improved grade point average, and satisfaction with the program.

ABSTRACT:

This project is designed to determine how the communications skills of new students may be improved through the effective use of peer tutors. Using peer tutors--especially peers who are, in important respects, closely similar to the students with whom they are working--provides a model for the new student. The tutor also lends a positive value to the activity in question and provides supplementary instruction which is pitched at an appropriate level.

Products to result from this project are: diagnostic materials for determining which new students are most likely to profit from peer tutoring; diagnostic materials for identifying peer tutors; a model training program for peer tutors; and a series of video tapes to serve in both the informational and instructional aspects of the training program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Center for Research &
Development in Higher
Education (Berkeley)

Utilizing Tutors Effectively in
Academic Programs for "New Students"

PRINCIPAL INVESTIGATOR:

E. Klingelhofer and team

TARGET AUDIENCE:

New students and peer tutors

COMPLETION DATE:

June 1972

PURPOSE-OUTCOME:

Knowledge resulting from this project will include: the general effectiveness of peer tutoring in non-remedial settings; the effectiveness of tutoring as a function of a type of discipline or program; the effectiveness of tutoring as a function of counselor characteristics; the effectiveness of tutoring as a function of new student characteristics; interactions among discipline or program and tutor and student; and the development of a comprehensive experimental program for the training of peer tutors.

ABSTRACT:

As with the remedial programs, tutors have been widely employed to assist new students to negotiate standard curricular offerings. In this project, the scholastic performance of new students in general, as well as vocational-technical programs, will be studied to determine how this performance may be maximized through the effective use of peer tutors.

Products to result from this project are: 1) the development of working procedures and strategies in the management of tutoring programs; 2) diagnostic materials for determining which tutors are most likely to succeed with new students; 3) model training programs for peer tutors; and 4) a series of video tapes to serve in the informational and instructional aspects of the training program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Research &
Development in Higher
Education (Berkeley)

The Implementation of Programs for "New Students" Which Use Peers and Paraprofessionals

PRINCIPAL INVESTIGATOR:

E. Klingelhofer and team

TARGET AUDIENCE:

Peer tutors, counselors, paraprofessional tutors/counselors, institutions using or training tutors

COMPLETION DATE:

December 1972

PURPOSE-OUTCOME:

Knowledge expected to result from this project includes: 1) the extent to which peers and paraprofessionals are involved in the postsecondary educational process; 2) an understanding of the procedures through which peers or paraprofessionals come to be effectively employed in postsecondary education; 3) methods by which peer and paraprofessional tutors or counselors may be most efficiently prepared for their roles; and 4) a knowledge of contextual conditions which affect the success of such programs.

ABSTRACT:

This project addresses itself to the task of collating findings about tutoring practices that are discovered to be effective as well as processes which may be observed in putting them into effect.

Products resulting from this project will be: 1) a comprehensive and critical evaluation of the effectiveness of the peer or paraprofessional tutor/counselor in postsecondary education; 2) procedural statements on recruitment, training, and locating of peer tutors or counselors; 3) suggestions for implementational steps in inaugurating tutoring/counseling programs utilizing student peers or paraprofessionals; and 4) diagnostic statements about students likely to use and benefit from peer tutoring/counseling.

The project will count heavily on survey data (partly an adjunct and partly an extension of the data obtained in the other investigations) to determine the scope and the degree of utilization of peers and paraprofessionals in the education of students generally and new students particularly.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Research &
Development in Higher
Education (Berkeley)

Determining Effective Governance
Structures, Processes, and Participants

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:
Administrators, faculty leaders, student groups, boards of trustees, state leaders and agencies

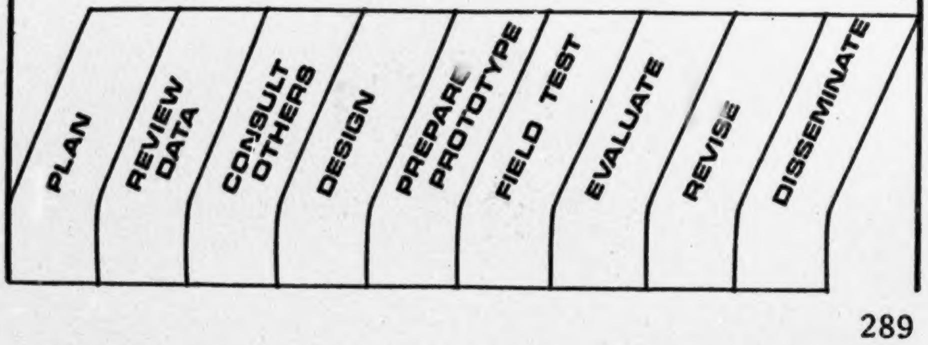
COMPLETION DATE:
1970-1973

PURPOSE-OUTCOME:

The long-range objectives of Program 20 are to identify critical variables in organizational structures, in processes employed, and in kinds of people involved in successfully governed institutions and systems of institutions. Holistic models or sets of guidelines along with procedural manuals for conducting internal governance will be the direct long-range development products. Similar products and knowledge outcomes will apply to extra-institutional agencies planning for and influencing state higher education.

ABSTRACT:
Program 20 deals with the whole subject of governance, from internal arrangements for individual campuses to the influence on institutions of state planning, coordinating boards, and state budget offices. Previous research from the Center and elsewhere indicates that most major issues in governance arise in five problem areas: 1) curriculum change and development; 2) resource allocation of funds, faculty, and students; 3) educational environment, including academic freedom and control of students and faculty; 4) campuswide governing structures; and 5) extra-institutional influences and control.

The materials in the five subprograms of Program 20 detail the objectives, strategy, target populations, and approaches for each of the problem areas on which Program 20 focuses; each subprogram is directly related to one of the problem areas. The subprograms are titled: Governance Patterns for Effective Educational Programs, Governance for Effective Resource Allocation, Governance Patterns for an Effective Educational Environment, Effectiveness of New Campuswide Governance Structures, and Extra-Institutional Influence and Control.



Center for Research &
Development in Higher
Education (Berkeley)

Governance Patterns for
Effective Educational Programs

PRINCIPAL INVESTIGATOR:

Project 20-31: Ernest
Palola
Project 20-32: TBA

TARGET AUDIENCE:

Administrators, faculty leaders, student groups, boards of trustees, state leaders and agencies

COMPLETION DATE:

1971-1972

PURPOSE-OUTCOME:

The objective of this study, Governance Patterns for Effective Educational Programs, (Subprogram 20-30) is to attempt to answer questions about how an institution organizes itself and operates its governance structure to accommodate the new students. It also addresses itself to a second major issue, the problem institutions have in meeting what they believe to be new societal needs without destroying the characteristics which have given them distinctive roles or missions.

ABSTRACT:

This subprogram will seek answers to the following questions: 1) What governance structures, processes, and procedures, and what combinations of personal characteristics of the people involved in them, encourage change and innovation? 2) What institutional governance characteristics are typically present when institutional integrity of role and mission is maintained while adapting to new needs? 3) What governance characteristics are found in institutions which have successfully kept their programs viable to student and societal needs while eliminating obsolete courses and curriculum? 4) What governance models and processes are used, and what kinds of people are involved in institutions that successfully establish and maintain new kinds of educational programs that are particularly appropriate to the new student?

This program will also suggest model organizational structures and workable processes and procedures to help answer these questions. Products of the subprogram will be monographs, procedural manuals, organizational manuals, and film strips.

Multiunit Community College Districts and Their Programs for Disadvantaged Students (Project 20-31), under this subprogram will be completed in June 1971. Governance for Innovative Educational Programs in Community Colleges and State Colleges (Project 20-32) will be started in September 1971.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X*						X		

X Project 20-31
X* Project 20-32

Center for Research and
Development in Higher
Education (Berkeley)

Governance for Effective
Resource Allocation

PRINCIPAL INVESTIGATOR:

Project 20-41: TBA

TARGET AUDIENCE:

Statewide planners, school leaders, budget officers, faculty, new program leaders

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

Governance for Effective Resource Allocation (subprogram 20-40) is established to determine the most effective internal and extra-institutional means of arriving at decisions on resource allocation.

ABSTRACT:

In determining the most effective means of arriving at decisions on resource allocation, this subprogram will research the types of individuals participating, the organization for involving them, and the processes and procedures which are used in making the allocation in order to isolate those that offer optimum results. These knowledge outputs will then be used to prepare procedural manuals and operational guidelines using varying operational assumptions. These will be practical "how to do it" products, easily made available to a variety of audiences. Other products planned will be film strips and, perhaps, videotapes illustrating and supporting the manuals.

Resource Allocation for Innovative Educational Programs in Community Colleges and State Colleges (Project 20-41) will be started in September 1971 and will terminate in February 1973.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Center for Research &
Development in Higher
Education (Berkeley)

Governance Patterns for an
Effective Educational Environment

PRINCIPAL INVESTIGATOR:

Project 20-51: Robert C. Wilson

TARGET AUDIENCE:

Entire academic community: boards, administrators, faculty, students; legislators and coordinators

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

The purposes of this subprogram (20-50) are to determine what governance structures and processes provide adequate academic freedom without license and loyalty without authoritarianism. The subprogram will also seek to find out how faculty unions and collective bargaining contracts affect academic life and the governance processes, especially as governance relates to the educational program, resource allocation, and the creation of a spirit of trust and loyalty among the academic constituents.

ABSTRACT:

After studying the problems outlined in the purposes of this subprogram, the outputs will be knowledge, offered in the form of monographs, and practical guides to operation, presented in the form of organizational models and procedural manuals.

Studies in Faculty Characteristics and Faculty Influence on Students (Project 20-51) will terminate in June 1972. As resources permit, projects on governance for effecting academic freedom for students and faculty, the effects on faculty of unionization, and other related subjects will also be studied.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Center for Research &
Development in Higher
Education (Berkeley)

Effectiveness of New Campuswide
Governance Structures

PRINCIPAL INVESTIGATOR:

Project 20-61--T.R. McConnell; 20-62--R. Duster/T. Lunsford; 20-63--J.G. Paltridge

TARGET AUDIENCE:

Entire academic community

COMPLETION DATE:

1970-1973

PURPOSE-OUTCOME:

Effectiveness of New Campuswide Governance Structures (Subprogram 20-60) studies new structures of campus governance to discover whether or not they meet their performance criteria and an attempt will be made to define the implications of these new structures for curricular change and resource allocation patterns.

ABSTRACT:

This subprogram will study new structures of campus governance including broadly represented campus senates, student and faculty representatives on boards of control, unicameral boards, team presidencies, open hearings for all major committees, cutbacks on standing committees, joint long-range planning committees, constitutional conventions, community governments, five-year renewable terms for presidents with an assessment procedure, and broadly representative crisis committees.

The major consideration of this subprogram will be to demonstrate that it is possible to measure the impact of a new structure with a degree of certainty. Criteria will be produced which can be equally effective and useful at a number of institutions.

Developmental implications seem significant. A large number of institutions will want to know how effective these new structures are and what to expect during the first year or so after they are introduced. These are structures that are supposed to make higher education more flexible and more responsive to the needs of its participants, particularly new students. The impact of these structures should be considerable.

The project titles follow: Changes in Patterns of Internal Authority and Influence in the Governance of Higher Education (Project 20-61); Student Participation in Academic Governance (Project 20-62); Trustee Decisionmaking (Project 20-63); and Broadly Representative Campus Senates (Project 20-64).

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X***						X**	X*	X

X Project 20-61
X* Project 20-62
X** Project 20-63
X*** Project 20-64

Center for Research &
Development in Higher
Education (Berkeley)

Extra-Institutional
Influence and Control

PRINCIPAL INVESTIGATOR:

Project 20-71--Glenny, Paltridge, Palola; 20-72 L.A. Glenny; 20-73--J.G. Paltridge

TARGET AUDIENCE:

Statewide planners, legislators, and leaders of both coordinated systems and non public institutions

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

Extra-Institutional Influence and Control (Subprogram 20-70) has as its objectives the provision of more knowledge and insight into the trends toward central governance as opposed to corrdination, toward decentralized decision making as opposed to centralized, and toward implementing planned change as opposed to ad hoc reaction to current stimuli.

Desirable procedures and provisions as well as organizational forms will be developed.

ABSTRACT:

The specific questions to be answered by this subprogram are: 1) How may each governing, coordinating, and review level for higher education accomplish efficiently its function without usurping the legitimate decision process of the levels below? 2) How may management information systems be developed, and what procedures used, which provide means for encouraging decentralized as well as centralized decision making? 3) What are the advantages and disadvantages of the existing state level organizational forms and structures for obtaining educational goals? 4) What alternative state-level organizational forms and structures which combine the advantages of those now in existence may be developed? 5) What sanctions and rewards may statewide planning and coordinating boards use to obtain the cooperation of institutions in actually implementing master-planned goals and programs? 6) How may a diverse set of roles and functions leading to distinctiveness among institutions and their programs be developed and implemented? 7) What are the consequences to institutional survival to educational programs, and to the public system when nonpublic institutions become quasi-public or fully public?

Project titles follow: Guidelines and Model for Statewide Coordination (Project 20-71); State Constitutional Autonomy for Higher Education Institutions (Project 20-72); Consortia of Urban Higher Education Institutions (Project 20-73).

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X*	X	

X Projects 20-71 and 20-73
X* Project 20-72

Center for Research &
Development in Higher
Education (Berkeley)

Study of Student Change and Development

PRINCIPAL INVESTIGATOR:

Paul Heist
David Whittaker

TARGET AUDIENCE:

Faculty, administrators, counselors, students

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

The major purpose of this study has been to determine differentials in the education and development of a varied sampling of college students. Secondary purposes have been to determine the effects of varying student subcultures (peer groups and social-psychological settings) in which students live and also of other significant influences on students' lives as they develop or fail to develop in line with their initially assessed potentialities.

ABSTRACT:

Study of Student Change and Development (Project 30-1), now in its fifth year, has been designed to examine particular ways of life of students, especially the notable successes and acknowledged failures in modern education. The ways of life and the maturation and development of individual students have been studied and evaluated at several stages by assessing intellectual, social-emotional, and other personality characteristics.

Findings will be presented in several reports and a comprehensive publication late in 1971. Some reports of subsidiary analyses, only in part related to the project's long-range objectives, have been completed or are currently under preparation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Center for Research &
Development in Higher
Education (Berkeley)

Studies of Differential Education and Student Development of Exceptional and Creative Students in Different College Environments

PRINCIPAL INVESTIGATOR:

Mildred Henry
Sarah Cirese

TARGET AUDIENCE:

Faculty, administrators, counselors, students

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project is designed to examine how well colleges with special programs either do or do not accommodate and nurture the potentials of an identified sample of exceptional and/or creative youth. In addition, attitude change and personality development are to be analyzed for the identified students in the different college environments.

ABSTRACT:

The implications of this study are promising for promoting greater understanding about the education and/or loss of exceptionally capable youth, for maximizing teaching and learning environments in a variety of institutions for a diversity of students, as well as for the refinement of theory on personality development and change. To achieve these ends, it is planned that a comprehensive package of the findings and their educational and developmental implications will be prepared to serve the needs of the higher education community (faculty, administrators, counselors, students and others) and related areas (for example, psychology and sociology).

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Regional Education
Laboratory for the
Carolinas and Virginia

Educational Improvement Systems (EIS)

PRINCIPAL INVESTIGATOR:

John E. Roueche

TARGET AUDIENCE:

Faculty members at two-year colleges and technical institutes

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

This program is aimed at improving classroom instruction in junior and community colleges.

In operation, EIS focuses on learning-oriented systems of instruction. EIS outcomes are sought and defined in terms of the systems approach to teaching, a new emphasis on campus-based educational development, and administrative operations and governance policies that increase the potential for constructive change.

ABSTRACT:

The following program components are used to classify goals and objectives for EIS: 1) program planning and management, 2) instructional systems, 3) EDO training, 4) administration, and 5) governance.

The strategies for each program component are structured to support the basic EIS goal: improvement of classroom instruction. These unifying strategies are centered in the three components involving program planning and field development activities to promote acceptance and requisite skills in learning-oriented systems of instruction on the part of teaching faculty and Educational Development Officers (EDOs)--the components involving program planning and management, instructional systems, and EDO training. Products and field activities in the area of administration are designed to generate a supportive campus environment for learning systems. Strategies for governance emphasize policy directions that strengthen the total institution's capacity for improving the quality of instruction and the climate for learning.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems

PRINCIPAL INVESTIGATOR:

Oscar Mink

TARGET AUDIENCE:

Senior college and university administrators

COMPLETION DATE:

1975 (Total program)

PURPOSE-OUTCOME:

This program is designed to improve administrative efficiency and effectiveness. The program will develop training materials and techniques for organization development, information systems, and institutional research.

ABSTRACT:

The Administrative and Organizational Systems (AOS) program seeks to increase decision-making effectiveness in colleges and universities by introducing a continuous program of organization development, supported by responsive information systems and institutional research. AOS provides technical assistance in institutional goal determination and clarification, and technical support to accelerate progress toward institutional goals.

The AOS program is developing and testing products and activities which will enable colleges and universities to: 1) develop goals that accommodate the needs of their diverse constituencies and conflicting societal demands; 2) conduct systematic planning to achieve their defined goals based on research, past experience, and continuous evaluation; 3) allocate their resources in a manner consistent with their goals, and use their resources more efficiently than in the past to achieve specific objectives; 4) involve administrators at all levels in the process of "management by objectives;" and 5) maintain a high degree of support among their diverse constituencies for the goals of the institution and for the achievement of specific objectives derived from these goals.

Specific AOS projects are listed elsewhere.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
Project on Deriving Institutional
Goal Statements

PRINCIPAL INVESTIGATOR:

Jerry Gordon

TARGET AUDIENCE:

Representatives of college and university groups

COMPLETION DATE:

Field test: 1972

PURPOSE-OUTCOME:

This project is designed to enable representatives of key colleges and university groups to develop goal statements for their institution.

ABSTRACT:

A self-instructional training package for representatives of college and university constituencies, such as administrators, faculty, students, etc., is being developed. The training package will enable the representatives of constituent groups to derive institutional goal statements. An example of such a statement might be: "to delineate the decision-making process regarding new educational programs." This package will include readings and examples from the Institutional Goals Inventory (IGI) of the Educational Testing Service, although it is independent of any specific inventory of institutional goals.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems: Role Definition Project on the Educational Development Officer and the Educational Development Team

PRINCIPAL INVESTIGATOR:

Philip C. Winstead

TARGET AUDIENCE:

College and university administrators

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project will define the concept and professional role of the Educational Development Officer and the Educational Development Team, and their relation to RELCV's Administrative and Organizational Systems program.

ABSTRACT:

A monograph will describe the concept and professional role of the Educational Development Officer (EDO) and the Educational Development Team (EDT). It will be used by college and university administrators and trustees to assess the value of establishing an EDO and EDT on their campus as part of the Administrative and Organizational Systems program.

The EDO is a new type of administrator who assists the president and other key administrators on matters related to constructive changes on the campus. To his role as a change catalyst, the EDO brings special skills in organization development, institutional research, and information science.

Supporting the EDO is an institution-wide team of specialists assembled for specific tasks, which supply the EDO with the data he needs to present to those who will recommend changes and decide on courses of action.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
Project to Develop an Institutional
Research Handbook

PRINCIPAL INVESTIGATOR:

Harry Blanton

TARGET AUDIENCE:

College and university institutional research officers

COMPLETION DATE:

June 1972

PURPOSE-OUTCOME:

This project will assist college and university institutional research officers by providing a handbook of successful case studies.

ABSTRACT:

The handbook, prepared in cooperation with the North Carolina Board of Higher Education, will contain successfully completed research studies which will provide institutional researchers with proven problem-solving strategies and serve as a guide in developing further research studies.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems:
Project on Training Package in Deriving
Measurable Objectives

PRINCIPAL INVESTIGATOR:

Jerry Gordon

TARGET AUDIENCE:

Representatives of key college and university groups

COMPLETION DATE:

Field test: 1972

PURPOSE-OUTCOME:

This project will enable representatives of key college and university groups to develop specific objectives designed to reach stated institutional goals.

ABSTRACT:

A self-instructional package is being developed for representatives of college and university constituencies, such as administrators, faculty, students. The training package will enable members of these groups to derive measurable objectives aimed at meeting stated goals of their institutions. These objectives will be stated in behavioral terms, and can be measured by using RELCV instruments and techniques.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Regional Education
Laboratory for the
Carolinas and Virginia

Administrative and Organizational Systems: Project on Planning Guide and Management-by-Objectives Training Package

PRINCIPAL INVESTIGATOR:

Oscar Mink

TARGET AUDIENCE:

College and university administrators

COMPLETION DATE:

November 1, 1971

PURPOSE-OUTCOME:

Ninety-five percent of the administrators completing the training program will be able to: 1) manage a college department using objectives derived from program planning; 2) successfully apply principles of program budgeting; 3) successfully engage in short- and long-range planning; and 4) provide their staff with an easy, economical way to collect and process data, and retain it and distribute it on a controlled basis for decision making.

ABSTRACT:

The Planning Guide is a convenient, portable, and systematic guidebook to organize and revise important decision-making data. The Planning Guide and Management-by-Objectives Training Package is designed to train college administrators in the use of joint action planning techniques for setting institutional objectives. Primary goal of the management-by-objectives system is to integrate individual needs for growth and development with the goals and objectives of the organization. It also provides training for college administrators in the use of project control systems for monitoring institutional objectives, individual accomplishments, and resource utilization. Implementation of the management-by-objectives approach in an institution clarifies individual responsibility, permits greater decentralization of responsibility, and increases the ability of the institution to be accountable to its various constituencies. The management-by-objectives training package consists of self-instructional training materials, case studies, simulation practice exercises, and forms and procedures for data collection. While there is no standard guide that can be universally applied to every situation, this systematic approach provides a great wealth of experience, concepts, and materials that can be selectively adapted.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

ALSO SEE:

Organization and Administration

Classroom Applications of Research in Expectation Theory 20
Organizational Change 42

Curriculum - Instruction

PSSC College Physics 80
College Physics Film Program 81
College IPS 82
Developmental Biology Film Program 83
Mathematical Association Individual Lecture Film Project 84
American Meteorological Society Film Program 87
National Committee for Electrical Engineering Films 88
National Committee for Fluid Mechanics Films 89
Institutional Development Programs Overseas 91

Counseling - Guidance

College Studies of the Development of Talents and Competencies 218

Vocational Education

Cooperative Development of Professional Education Curricula 263
Revision of Vocational Education PPBS Training and Related Materials 268
Vocational Education Study 273

Teacher Education

Undergraduate Program for the Preparation of Physics and Chemistry Teachers 321

Center for Urban
Education

School-Community Relations Program

PRINCIPAL INVESTIGATOR:

Vincent C. Flemmings

TARGET AUDIENCE:

Principals, teachers, community representatives, school board members

COMPLETION DATE:

1974

PURPOSE-OUTCOME:

This program aims to improve school-community relations, through enabling educators and community to improve their ability to transact in productive ways.

ABSTRACT:

The program will conduct a series of workshops where the professional school leaders will learn to: 1) redefine their roles and their role relationships with parents, pupils, community people; 2) become more responsive to the problems, needs, and aspirations of the communities they serve; and 3) develop new approaches for dealing with their constituency. At the same time, community representatives will 1) redefine their relationships with professional school personnel; 2) clarify the needs of their community; and 3) develop workable approaches for achieving their goals.

The program should result in a set of guidelines and procedures for replicating school-community relations programs wherever the need for such programs may arise.

The exploratory phase of the program was conducted in the spring of 1970 in the Community Learning Center in the Bronx. This year's work represents the first experimental or field-test stage.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Center for Urban
Education

Parent Participation
Workshop Program

PRINCIPAL INVESTIGATOR:

Alice Manning

TARGET AUDIENCE:

150 parents of 5th grade students in ten New York schools

COMPLETION DATE:

June 11, 1970

PURPOSE-OUTCOME:

This project was designed to increase parental understanding and use of educational resources in the home and the community and to increase parental involvement in the school.

Pilot versions of the Parent Manual and Group Leader Guide were completed.

ABSTRACT:

Through this program, CUE will help parents to develop knowledge, understanding, skills, and techniques that will enable them to improve their child's learning environment. Specifically, the goals of the program are to: 1) increase parental understanding of their role in their children's education and how it differs from the school's and to develop skills and techniques for working constructively with school personnel to improve their child's education; 2) increase parental understanding of the different ways the home can support learning and to help parents strengthen the home as an environment for learning; 3) increase parental awareness and use of community resources as learning tools; and 4) develop a Parent Manual and a Group Leader Guide for future use and distribution by CUE.

The training will be conducted in workshops and take place in 12 two-hour sessions. The following areas will be covered: techniques for assuring maximum discussion of topics by participants, problem analysis and alternative methods for resolution and program evaluation. Participants will concentrate on three content areas broadly identified as "You and Your Child," "You, Your Child, and the School," and "You, Your Child, and the Community."

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Education
Development
Center

Pilot Communities Program

PRINCIPAL INVESTIGATOR:

Mary Lela Sherburne

TARGET AUDIENCE:

School administrators and teachers

COMPLETION DATE:

1971

PURPOSE-OUTCOME:

This program is testing the fundamental theory that a team of specialists, acting as change agents and intervening at various growth points in the system, can stimulate and guide schools toward greater flexibility and responsiveness to changing social and educational needs.

ABSTRACT:

This program has been experimenting with approaches to educational reform through direct assistance to selected schools and communities. In Boston, Mass.; Bridgeport, Conn.; Washington, D.C.; and mid-coast Maine, teams of professional resource persons have been working closely with teachers and administrators in adopting new curricula, developing original materials, training teachers, and strengthening school-community relations.

Beginning in 1970, EDC helped the Bridgeport and Maine projects to assume local control of their programs. The major effort of EDC will focus on a comprehensive program of assistance to schools in Boston and Washington.

Occasional progress reports, evaluations, and other studies conducted by the Pilot Communities Program are made available for limited distribution.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

ALSO SEE:

Organization and Administration

Administrative Structure and Classroom Behavior (macro and micro analyses) 1-2
Data-Based Educational Planning and School Governance 3
Alternatives for Learning Through Educational Research and Technology (ALERT) 21
Use of Small Groups in a Changing School 45
Individually Guided Education 47
The Multiunit Elementary School 48
Design of a National Network for Dissemination, Installation, and Maintenance of Research and Development Center Projects 52

Curriculum - Instruction

Social Studies Curriculum Program 90

Early Childhood

Early Childhood Education Study 137
Follow Through Project 138
Follow Through 146

Urban Education

Community Learning Centers 196
Educational Leadership Training Program 197

Rural - Isolated

Educational Cooperative 201

Higher Education

Governance for Effective Resource Allocation 291
Governance Patterns for an Effective Educational Environment 292
Extra-Institutional Influence and Control 294

Interpersonal Relations

Interpersonal Relations 310
Educational Community Organization 312

Far West Laboratory
for Educational
Research and Development

Human Relations Training Unit

PRINCIPAL INVESTIGATOR:

TARGET AUDIENCE:

Secondary school personnel: administrators, teachers, noncertificated staff

COMPLETION DATE:

1969

PURPOSE-OUTCOME:

This program was developed to reduce tensions between adults and teenagers.

ABSTRACT:

Using five discussion-stimulator films, a coordinator's handbook, and a set of discussion-leader handbooks, any organization that works with teenagers can sensitize its staff so as to improve relations between middle-class adults and culturally-different people.

Through four preservice or inservice workshops and through use of local discussion leaders, this small group activity has proved successful and useful in alerting educators to problems before they occur. Discussion-leader training is provided in the filmed materials.

Workshops focus on school-community relations, language barriers, rules and regulations, and racial conflict.

The self-contained experimental package is available from any office of the Anti-Defamation League. Purchase price is $410; rental costs $50 per week; and the product may be previewed for two days at $25.

Available from:
Anti-Defamation League
315 Lexington Avenue
New York, New York 10016
or any regional ADL office (30 of them)

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

School personnel

COMPLETION DATE:

Interpersonal Communications--now available; three other packages--1973

PURPOSE-OUTCOME:

The immediate goal of this activity, a part of the Improving Teacher Competencies Program, is to increase the knowledge and skills of school personnel in their personal relationships with students, other staff members, and the community. The ultimate impact will be significantly more successful efforts for improving education in local schools.

Interpersonal Relations

ABSTRACT:

The Laboratory is developing a sequence of four low cost, mass diffusable instructional systems to increase the interpersonal skills of school personnel.

The first instructional package, Interpersonal Communications, provides teachers and administrators with capabilities to improve their communications. It is organized into 20 units for providing 30 hours of instruction in a five-day workshop. Included are an instructor's manual with procedures for each unit, resource material and participant exercises, and nine films and an audiotape demonstrating problem situations and communication techniques.

The second package, Interpersonal Influence, provides teachers and administrators with skill in influencing individuals and groups. It is organized into 24 units for providing 36 hours of instruction in a six-day workshop.

The instructional program, Constructive Conflict Resolution, will provide teachers and administrators with knowledge and skills to identify conflict situations, surface issues, and alternatives for resolving the conflicts.

The instructional program, Interpersonal Decision Making, will provide teachers and administrators with knowledge and skills to identify operating dynamics of group processes, and influence and then assess decision making.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X		X*	X**					X***

X Interpersonal Decision Making
X* Conflict Resolution
X** Interpersonal Influence
X*** Interpersonal Communication

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR:
Research for Better Schools, Inc.

TARGET AUDIENCE:
Elementary school children

COMPLETION DATE: The Experimental Development Cycle, being tested now, has been designed to assure product delivery within 6 years.

PURPOSE-OUTCOME:

This package is part of a broadly available, fully programmed, self-instructional, multimedia curriculum for elementary school children.

Interpersonal Communication Skills Package
Humanizing Learning Program

ABSTRACT:
The Interpersonal Communication Skills Package is part of a larger curriculum. It provides the learning environment and materials necessary to help children acquire effective skills in recognition, identification, synthesization and utilization of interpersonal communication information that is necessary for effective living.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Stanford Center for
Research & Development
In Teaching

Educational Community Organization

PRINCIPAL INVESTIGATOR:

Robert W. Heath

TARGET AUDIENCE:
Teachers in white communities; residents in minority group communities

COMPLETION DATE:

July, 1971

PURPOSE-OUTCOME:

This project will produce a manual for teachers in white communities which outlines the potential participation of teachers and citizens in school activities and policy making. The manual will have implications for minority-group communities. The fund of information which the project has collected about attitudes of the black community is helpful in designing program components for training teachers about community attitudes, cultural differences, and causes of low motivation on the part of students.

ABSTRACT:

This project is designed to find ways in which groups can work effectively to bring about desired changes in the schools to make them responsive to communities' needs.

By means of participant observation in a black community where the project worked out of a storefront office, the staff has collected information from citizens about their problems in trying to communicate with school personnel and in gaining access to educational information. Parents and students have been interviewed about educational problems, and a study was made of black students' and white students' responses to teachers' ability to relate to them. Work has proceeded on the development of a manual for educational community organization which outlines the potential participation of teachers and citizens in school activities and policy making.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Stanford Center for
Research & Development
In Teaching

Personal Competencies

PRINCIPAL INVESTIGATOR:

C.E. Thoresen

TARGET AUDIENCE:

Teacher education programs, teachers

COMPLETION DATE:

December 1971

PURPOSE-OUTCOME:

The staff expects to collect conceptual and empirical data that will make possible the design of techniques to help teachers behave in more personally competent, humanistic ways, especially in teaching young children. Findings will contribute to the project, A Model Teacher Training System, which is a major objective of the Center's Heuristic Teaching program.

ABSTRACT:

The major objective of this program is to bring about a synthesis of contemporary behavioral theory and practice and the concepts and goals of humanistic psychology, toward the end of creating a training system for teachers of young children.

The strategy is twofold: 1) examine the humanistic literature (very broadly defined) and related practices, along with behavioral theory and techniques, to develop a working operational definition of personal competence; and 2) conduct a series of empirical studies on how to manage internal and external responses with the aim of developing self-management training techniques.

During 1971-72, controlled studies will be conducted on reinforcing imagery, "cognitive focusing," and external behavioral assessment techniques. Work on a monograph concerned with personal competence of teachers from the perspective of behavioral humanism will start. In addition, an intensive empirical case study of an elementary teacher experiencing "personal" difficulties will be conducted.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

ALSO SEE:

Organization and Administration

Self-Renewal in a School District	8
Improving Organizational Processes in Unitized Schools	9
Establishing Cadres of Organizational Specialists in School Districts	10
Group Problem-Solving Processes	13
Project Inform	14
Classroom Application of Expectation Theory	20
Use of Small Groups in a Changing School	45

Curriculum - Instruction

Games and the Social Structure of the Classroom	71
Social Studies Curriculum Program	90

Disadvantaged

Achievement Instructional Material	175-176
Cross Cultural Communication Package	185
Small Group Interaction	189

Urban Education

Community Learning Centers	196
Educational Leadership Training Program	197
Inner City Teacher Education	198

Vocational Education

Understanding the Supervisor's Role	264

Influence Groups

School-Community Relations Program	305
Parent Participation Workshop Program	306
Pilot Communities	307

Teacher Education

Personalized School Program	358
Behavioral Components of Effective Teaching	359
Personalized School Program Data Analyses	360
Group Processes Protocol Material	365
Training Instructional Teams for a Differentiated Approach to Learning	372

Center for Vocational and
Technical Education
(Ohio State)

Model Curricula for Vocational and Technical Teacher Education (Phases I & II)

PRINCIPAL INVESTIGATOR:

Calvin J. Cotrell

TARGET AUDIENCE:

Vocational and technical teacher educators

COMPLETION DATE:

February 28, 1971

PURPOSE-OUTCOME:

This project will develop a model curricula for preparation of vocational and technical teachers.

ABSTRACT:

This study will provide specific data and methods for the design of more effective and efficient teacher education courses and course sequences in agricultural, business and office, distributive, health, home economics, technical, and trade and industrial fields.

Fundamental performance elements of teaching will be identified through occupational analysis of all seven areas of vocational and technical education. Results of the analysis will be validated by a panel of consultants. Priority teaching elements will be identified by analysis of critical incidents reported by vocational teachers. Occupational analyses and critical incidents will be analyzed for common requirements. Priorities and performance-oriented objectives will be prepared for model curricula.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Center for Vocational and
Technical Education
(Ohio State)

Vocational Teaching in Diverse
Cultural Settings: Phase I

PRINCIPAL INVESTIGATOR:

Edward T. Ferguson, Jr.

TARGET AUDIENCE:

Researchers, teachers, and teacher educators who deal with students in diverse cultural settings

COMPLETION DATE:

March 31, 1971

PURPOSE-OUTCOME:

This project will develop methods, procedures, model data collection instruments, and analysis techniques needed to inventory, evaluate, and compare the performance requirements of teaching in different cultural settings.

ABSTRACT:

This project will study the problems of vocational teaching in diverse cultural settings by developing a method for studying teaching performance requirements in diverse cultures and by applying the method to teaching of one vocational content area in two kinds of cultural settings.

Lists of teachers' tasks stated in behavioral terms and derived from several sources, including previous Center studies, will be presented to a national sample of distributive education teachers from both suburban and inner city schools. Tasks required for success in each cultural setting will be identified by comparing highly successful and randomly selected teachers from each environment as to the tasks they perform. Similar comparisons will be made with respect to methods reported for handling a variety of teaching problems and to students' evaluations of their teachers. Statistical analyses will be used to assess and revise the data collection instruments and to explain the results parsimoniously. Implications for teacher education will be drawn.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Vocational and
Technical Education
(Ohio State)

Vocational Teaching in Diverse Cultural Settings: Phase II

PRINCIPAL INVESTIGATOR:

Edward T. Ferguson, Jr.

TARGET AUDIENCE:

Researchers, teachers and teacher educators concerned with students in diverse cultural settings

COMPLETION DATE:

November 30, 1972

PURPOSE-OUTCOME:

This project will provide empirically derived enumeration of the performance capabilities required for successful teaching of three vocational areas (business, home economics, trade and industrial) to Caucasian, Negro, and Latin-American students in outer-city (suburban) and inner-city environments.

ABSTRACT:

This project will extend a previous Center study to other vocational content areas (in addition to the distributive education area) and to students of diverse ethnic backgrounds.

The following outline of methodological procedures will be used in the study: 1) identify competent vocational teachers in the cultural settings under investigation; 2) compile background information on the characteristics of the teachers and students to be included in the study; 3) further develop and refine and administer survey and indepth interview instruments which isolate teaching tasks and practices that are considered by competent teachers to be effective for them; 4) examine the classroom behavior patterns of vocational students; 5) draw samples from the populations for the purpose of conducting indepth interviews of teachers and students; 6) make statistical comparisons of the effective teaching tasks and practices identified by teachers in each cultural environment relating to race and ethnic background of students; and 7) prepare a set of recommendations, if warranted, for the improvement of vocational teacher education programs for teachers who will function in each cultural setting.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Vocational and
Technical Education
(Ohio State)

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

Teachers and teacher educators in vocational-technical education

COMPLETION DATE:

August 31, 1972

PURPOSE-OUTCOME:

In this project, a program package will be designed and engineered which accurately reflects the micro-teaching principles and techniques formulated by the Center and which meets the requirements for effective organization and procedures.

Development of a Micro-Teaching
Program for Vocational and
Technical Teacher Education

ABSTRACT:

To meet the need for more teachers in the area of vocational education, micro-teaching and video recording techniques, which have been developed and field tested by the Center, are being applied for the education of vocational and technical teachers.

A program package which reflects these techniques is being developed. Four phases of development are planned: 1) identification of desirable program features; 2) design of the major components of the package and a critique of the design by selected consultants; 3) construction of the components with continuous formative evaluation; and 4) a brief pilot test (summative evaluation) of procedures and materials.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Center for Vocational and
Technical Education
(Ohio State)

National Training Workshop:
Microteaching and Videotape Feedback

PRINCIPAL INVESTIGATOR:

Staff

TARGET AUDIENCE:

Selected vocational-technical teacher educators

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

A national workshop will be conducted to provide teacher educators with the materials, training strategies, and advisory support to use microteaching and videotape feedback materials and techniques in vocational teacher education.

ABSTRACT:

This workshop will familiarize vocational education leadership personnel with the use of tested microteaching and videotape feedback materials and techniques in vocational teacher education.

Approximately fifty vocational-technical teacher educators will attend this two-day workshop at their own expense. The Center will provide information, demonstrations, and materials relating to the use of Center developed microteaching and videotape feedback strategies. Participants interested in incorporating these demonstrated materials and techniques will be assisted after the workshop in further implementation procedures at their local institutions.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Center for Vocational and
Technical Education
(Ohio State)

National Simulation Training Workshop:
Teacher Education

PRINCIPAL INVESTIGATOR:

Wayne E. Schroeder

TARGET AUDIENCE:

Participants selected from vocational-technical teacher educator applicants

COMPLETION DATE:

November 30, 1971

PURPOSE-OUTCOME:

A workshop will be conducted which will familiarize appropriate teacher educators with the latest in Center developed simulation training materials and packages and assist vocational and technical teacher educators in planning of local leadership development programs and courses using these simulation packages.

ABSTRACT:

This three-day workshop will be held just prior to the Annual National Teacher Education Seminar. Approximately 35 participants will be selected from vocational-technical teacher educator applicants. These participants will be trained in the use of inbasket simulation materials. They will further be familiarized with available vocational education leadership training materials. Upon completion of the workshop, participants will be encouraged to use these materials and/or techniques in their local training programs.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Education
Development
Center

Undergraduate Program for the Preparation of Physics and Chemistry Teachers

PRINCIPAL INVESTIGATOR:

Uri Haber-Schaim

TARGET AUDIENCE:

College students interested in becoming physics and chemistry teachers

COMPLETION DATE:

PURPOSE-OUTCOME:

This project is designed to plan a colleg program to prepare students to become secondary school physics and chemistry teachers.

ABSTRACT:

Preliminary materials have been drafted in the areas of freshman and sophomore mathematics, college-level PS II, and sophomore chemistry.

During the 1970-71 academic year, the pilot version of the course is being tried for the first time at Western Carolina University, Rhode Island College, and Memphis State University with freshman classes. It is in its second year of use at Southwest Minnesota State College at both freshman and sophomore levels.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Far West Laboratory
for Educational Research
and Development

Minicourse 1
Effective Questioning (Elementary Level)

PRINCIPAL INVESTIGATOR:

Walter Borg

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This project was developed to increase teacher skills in effective questioning in classroom discussions--elementary level.

Each minicourse follows the same format of Instructional Sequences and Model Lessons presented visually, plus the Teacher Handbook and Self Evaluation Forms in printed form, with the teacher videotaping a microteach and reteach session with a small group of students. At the time a minicourse has completed the R&D cycle, it is completely auto-instructional.

ABSTRACT:

Minicourse One presents behaviorally defined teaching skills (e.g., asking higher order questions) which the teacher is to practice. The lesson is recorded on videotape of teaching a small group of students and subsequently the teacher views the videotape to analyze critically his use of the skill. The same lesson is then used again with another small group of pupils, videotaped, and critiqued.

Following the above microteach-reteach format, this minicourse presents an introduction to the minicourse sequence (practice instructional lesson and practice model lesson); then Instructional Lesson 1 (Increasing Pupil's Readiness to Respond) and two model lessons. Instructional and Model Lesson 2 is on Decreasing Teacher Participation; Instructional and Model Lesson 3 on Probing Behavior for More Complete Responses; and Instructional and Model Lesson 4 on Reducing Interference with Flow of Discussion.

In addition to the many color films, there is also a Teacher Handbook which gives the teacher a more detailed discussion of the skills covered, as well as a bried review of the rationale and pertinent research evidence. It also contains the information the uses to evaluate his performance in the microteach and reteach lessons and at other points throughout the course. The materials are available from MacMillan Educational Services, 8701 Wilshire Boulevard, Beverly Hills, California, 90211. The price is $1,425 or a rental fee of $175.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Far West Laboratory
for Educational
Research & Development

PRINCIPAL INVESTIGATOR:

Philip Langer

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

Completed

PURPOSE-OUTCOME:

This project was developed to increase the effectiveness of the questioning techniques of secondary school teachers and the quality and quantity of student participation (grades 7-12) in class discussion situations.

Minicourse 3
Effective Questioning in a Classroom Discussion (Secondary Level)

ABSTRACT:

In five Instructional Sequences, plus a practice lesson, the teacher is presented the following specific behaviors:

Calling on non-volunteers as well as volunteers

Reducing teacher behavior that interferes with class discussion such as repeating own questions, answering own questions, repeating student's answer

Probing for more thoughtful responses from students

Increase teacher's use of higher cognitive questions

Increase teacher's use of higher cognitive questions to elicit more thoughtful responses to these questions (framing analysis questions, prompting, further clarification and redirection)

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Far West Laboratory
for Educational
Research & Development

Minicourse 4--Verbal Interaction

PRINCIPAL INVESTIGATOR:

Philip Langer

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

December, 1971

PURPOSE-OUTCOME:

This project was developed to train teachers to categorize their classroom behavior in the Flanders' system.

ABSTRACT:

This course develops skills in training teachers to categorize their own classroom behavior, using Flanders' system, to an 80% correct criterion level; increase frequency in classroom discussions of categories 2,3, and 4; and decrease frequency of category 5 behavior; and training teachers in fundamentals of matrix analysis and its possible significance.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Far West Laboratory
for Educational
Research & Development

Minicourse 9
Thought Questions in the Intermediate Grades

PRINCIPAL INVESTIGATOR:

Meredith G. Gall

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

June, 1971

PURPOSE-OUTCOME:

This project was developed to increase teacher effectiveness (grades 4-8) in asking questions which require the use of complex thinking skills.

ABSTRACT:

In four Instructional Sequences the teacher develops skill in use of refocusing questions, three types of analysis questions; synthesis and probing; and use of evaluation questions.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Far West Laboratory
for Educational
Research & Development

Minicourse 13
Expository Teaching

PRINCIPAL INVESTIGATOR:

Maury Chorness

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

December, 1971

PURPOSE-OUTCOME:

This project was developed to increase secondary teacher effectiveness in explaining and in conveying information through the use of oral exposition.

ABSTRACT:

In five Instructional Sequences the teacher develops skill in organizing the lecture, the opening, middle, and closing; obtaining feedback; elimination of negative behaviors.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Far West Laboratory
for Educational Research
and Development

Minicourse 14:
A Discussion Approach to
Controversial Issues

PRINCIPAL INVESTIGATOR:

Meredith G. Gall

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

December 1971

PURPOSE-OUTCOME:

This project is designed to develop teacher and pupil skills in discussion and critical appraisal of controversial social issues.

ABSTRACT:

There are four instructional sequences in this course. The objective of the first is to promote dialogue between students and to establish the teacher's role as discussion moderator. The objective of Sequence 2 is to promote discussion continuity and careful listening. The objective of Sequence 3 is to increase students' skill in probing and understanding others' position on an issue. In the final sequence, the objective is to increase teacher and student skill in taking stock of what happened in the discussion.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Far West Laboratory
for Educational
Research & Development

PRINCIPAL INVESTIGATOR:

Betty Ward

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project was initiated to develop teacher skills that facilitate learner independence in a wide range of subject areas.

Minicourse 15
Teaching Skills that Develop Independent Learning in the Upper Elementary Years

ABSTRACT:

In five Instructional Sequences the teacher develops skill in developing an independent learning contract including assessing levels of independence in students, helping students understand meaning of independent learning, outlining learning steps to be completed, identifying resources to be used, establishing deadlines, providing reinforcement through feedback information, and developing skill in phasing-in the independent learning process in the classroom.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Far West Laboratory
for Educational Research
and Development

Minicourse 16:
Peer and Cross-Age Tutoring

PRINCIPAL INVESTIGATOR:

Meredith G. Gall

TARGET AUDIENCE:

Preservice and inservice teachers

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This project is designed to train pupils in skills needed to function effectively as tutors of their peers or younger pupils.

ABSTRACT:

Although this course is still in the planning stages, the review of the literature seems to indicate that nonprofessionals are effective as tutors, and that training increases their effectiveness. We have tentatively identified several techniques that lead to effective tutoring: 1) providing the pupil with tasks he is able to do successfully; 2) helping the child become actively engaged in finding out how to solve difficulties he encounters in reading; 3) keeping records that provide feedback to the learner so he can see his own progress; and 4) emphasizing skills that help the child become independent in his reading.

The focus of the course has changed in the development process to tutoring in reading and it is anticipated that the course will be useful for student tutors, teacher aides, school resource volunteers, parents, and student teachers--all the nonprofessionals who are engaged in tutoring in reading.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Far West Laboratory
for Educational
Research & Development

Minicourse 20: Divergent Thinking

PRINCIPAL INVESTIGATOR:

Maury Chorness

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

1972

PURPOSE - OUTCOME:

This project was developed to help the teacher establish a classroom environment and to use teaching techniques that encourage divergent thinking.

ABSTRACT:

In six Instructional Sequences the teacher develops skills in brainstorming, eliciting attributes and analogies from students, generating alternatives to open-ended problems, evaluating alternative solutions, and exploring causes and consequences of events or situations.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Far West Laboratory
for Educational
Research & Development

Minicourse 21: Problem Solving

PRINCIPAL INVESTIGATOR:

Maury Chorness

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

1973

PURPOSE-OUTCOME:

This project was developed to help teachers in the intermediate grades set up problem-solving situations, and assist students in developing problem-solving tactics.

ABSTRACT:

This course is designed to equip teachers with the skills necessary to introduce modern concepts of problem-solving that are in use today for operational purposes of systems design, and for purposes of planning and programming.

Teachers and students will acquire such skills as: defining problems so that they may be worked on; determining the basic dimensions or parameters of the problem; recognizing the "operational variables" that are reflective of the underlying problem dimensions; seeing relationships among critical variables; how to "trade-off" among variables, i.e., gaining on one at the expense of another; determining rational problem solutions; and developing criteria for purposes of converging upon the optional solution.

The current trend in education is to introduce administrators to techniques and procedures developed in systems analysis as appropriately modified for educational uses. Concurrently, new models for educational purposes, per se are also being developed from similar sources for purposes of increasing student proficiency in problem-solving as it applies to social and economic problems.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Far West Laboratory
for Educational
Research & Development

Minicourse 23
Evaluation of Contract Learning

PRINCIPAL INVESTIGATOR:

Philip Langer

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

Spring 1972

PURPOSE-OUTCOME:

This project was initiated to develop interactive pupil-teacher skills for assessing independent contract learning.

ABSTRACT:

A four-instructional sequence minicourse is planned with the following objectives:

1. To introduce pupil to concept of joint evaluation process with teacher
2. To guide pupil through the phase of the evaluation conference
3. To evaluate some common problems and jointly suggest possible solutions
4. To conduct parent interview

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X								

Far West Laboratory
for Educational
Research & Development

Affective Teacher Training

PRINCIPAL INVESTIGATOR:

Ned A. Flanders

TARGET AUDIENCE:

Teachers and students

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project was initiated to develop an inservice course for teachers which will include packaged micro-encounters.

ABSTRACT:

This inservice course will help teachers improve their attitudes and behavior with regard to: 1) expression of emotions and feelings in the classroom, 2) interpersonal relationships in the classroom, and 3) general affective climate. Materials and experiences are being developed for teachers and students that can be applied in an inservice training program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Far West Laboratory
for Educational
Research & Development

Protocol Development

PRINCIPAL INVESTIGATOR:

David C. Berliner

TARGET AUDIENCE:

Teacher trainees

COMPLETION DATE:

June 30, 1971

PURPOSE-OUTCOME:

This project was developed to present real-life classroom situations to preservice teachers and paraprofessionals. These situations and discussion of them should lead to increased understandings about classrooms and teaching.

ABSTRACT:

The project is committed to develop six protocol packages, consisting of 1) videotaped segments of classroom interaction illustrating important concepts or principles in teaching, and 2) instructors manuals for trainers of teachers which explain the use of the tapes and background material on the concept or principle illustrated.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Far West Laboratory
for Educational
Research & Development

Classroom Simulation 1: Techniques for Evaluating and Solving Pupil Disruptions to the Learning Environment (Upper Elementary Years)

PRINCIPAL INVESTIGATOR:

Philip Langer

TARGET AUDIENCE:

Inservice and preservice teachers

COMPLETION DATE:

1972

PURPOSE-OUTCOME:

This project was initiated to develop teaching skills in solving problems that result from the actions of pupils who disrupt the classroom learning environment.

ABSTRACT:

The teacher will develop skills in defining classroom problems by discussion and analysis with students; setting reasonable and meaningful rules jointly with students; use role playing to model problems and alternate acceptable solutions; use role playing to practice skills of reinforcing selected student behaviors to maintain a warm, positive classroom environment and minimize potential for disruptions.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Far West Laboratory
for Educational
Research & Development

Design of a Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education

PRINCIPAL INVESTIGATOR:

Paul D. Hood

TARGET AUDIENCE: Educational development, dissemination and evaluation personnel and students in training for jobs in these fields

COMPLETION DATE:

December 18, 1970

PURPOSE-OUTCOME:

This project was developed to design, budget and formulate a proposal for an operational Development, Dissemination and Evaluation Training Program.

ABSTRACT:

A replicable and adaptive, training technology model created by a consortium of highly experienced educational development agencies in collaboration with committed colleges and universities should provide a cost-effective alternative capable of advancing significantly the state-of-the-art, capacity and quality of Development, Dissemination and Evaluation training at professional and para-professional levels.

The consortium will combine their talent and experience to produce, by application of training technology, the design and specifications for the development, operation and evaluation of a flexible, adaptive training system, with complete implementation packaging, that will be specifically designed for cost-effective adoption and adaptation throughout the country.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Far West Laboratory for
Educational Research &
Development

Design, Development and Validation of a Transportable Instructional System for the Training of Educational Diffusion/Evaluation Personnel

PRINCIPAL INVESTIGATOR:

Bela H. Banathy

TARGET AUDIENCE: Educational information center personnel, subject-matter supervisors, curriculum directors librarians

COMPLETION DATE:

July 31, 1971

PURPOSE-OUTCOME:

This project was initiated to develop a program specially designed for the acquisition of knowledge and skills needed to perform effectively in the various educational diffusion roles. Self-contained, validated and transportable, the program will be conducive for application in various environments and in varied training contexts.

ABSTRACT:

This program is being developed to train practitioners who can assume dissemination roles in education.

The main thrust of the program is to impart basic dissemination skills in: 1) negotiating with clients to uncover their information needs or problems; 2) retrieving pertinent information about researched and developed products and techniques; 3) synthesizing, organizing; 4) communicating information in a form and manner relevant to the client; and 5) evaluating on the above skills.

Throughout the course, participants will be applying their skills through role playing, problem-solving, and simulation exercises.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Learning Research and
Development Center
(Pittsburgh)

PRINCIPAL INVESTIGATOR:

Lauren Resnick

TARGET AUDIENCE:

Educational psychologists, teachers

COMPLETION DATE:

Ongoing

PURPOSE-OUTCOME:

This project is designed to effectively modify the behavior of teachers, particularly those in an individualized school setting.

Behavioral Analysis of Teaching

ABSTRACT:

The project combines theoretical and applied work on the nature of teacher behavior and the processes by which it can be effectively modified. Theoretical interest centers on teaching as an example of a class of complex, socially interactive skills. The applicability of behavioral principles to the analysis and shaping of such skills is being explored. Applied interest focuses on the development of prototypical teacher training programs, experimentally analyzed and incorporating clearly stated principles of instructional design.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
X	X					X		

Northwest Regional
Educational Laboratory

Inquiry Development

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

Teachers

COMPLETION DATE:

Now available

PURPOSE-OUTCOME:

This activity, a part of the Improving Teacher Competencies Program, is to develop training that enables teachers to use sequences of specific classroom behaviors which promote students' thinking skills.

The immediate condition to be affected is teacher training. The result of using Laboratory materials and procedures in Inquiry will be evident in the classroom behavior of teachers. As teachers use the skills they learn, students should take on proportionately more leadership than normally found in the classroom.

ABSTRACT:

This instructional program, Facilitating Inquiry in the Classroom, increases the teacher's understanding and ability to use teaching behaviors which encourage active inquiry by students in the classroom. Organized into 18 units, it provides all materials and procedures for conducting 40-45 hours of instruction for teachers. Included are a 424-page leader's guide, participant exercises, and four audio-tapes of classroom inquiry sessions.

The classroom conditions which are encouraged provide students the opportunity to classify and generalize, analyze and synthesize, deduce and infer, and evaluate.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Northwest Regional
Educational Laboratory

Higher Level Thinking Abilities

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

Teachers

COMPLETION DATE:

Now available

PURPOSE-OUTCOME:

This activity, a part of the Improving Teacher Competencies Program, is to develop training that enables teachers to use sequences of specific classroom behaviors which promote students' thinking skills.

The immediate condition to be affected is teacher training. The result of using Laboratory materials and procedures in Higher Level Thinking Abilities will be evident in the classroom behavior of teachers. As teachers use the skills they learn, students should take on proportionately more leadership than normally found in the classroom.

ABSTRACT:

This instructional program prepares the teacher to use teaching strategies which increase the abilities of students to solve problems by categorizing facts, drawing generalizations from these facts, and applying them to unknown situations. Organized into 21 units, the program provides all materials and procedures for conducting 40 hours of teacher instruction. Included are a 423-page instructor's manual, participant exercises, a 30-minute demonstration film, and five audiotapes describing specific strategies teachers use in the classroom.

Each of the strategies is learned through a series of five steps: 1) the skill is introduced with the leader playing the role of a classroom teacher and the teachers playing the role of students, 2) the theory of the skill is presented, 3) the skill is broken into component parts and simulated in small groups, 4) each skill is practiced in a demonstration classroom, and 5) each teacher uses the skill in his own classroom.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Northwest Regional
Educational Laboratory

Questioning Strategies

PRINCIPAL INVESTIGATOR:
Charles Jung

TARGET AUDIENCE:

Teachers

COMPLETION DATE:

Available in 1971

PURPOSE-OUTCOME:

This activity, a part of the Improving Teacher Competencies Program, is to develop training that increases the ability of teachers to use sequences of specific classroom behaviors which promote students' thinking skills.

The immediate condition to be affected is teacher training. The result of using Laboratory materials and procedures in this program will be evident in the classroom behavior of teachers. As teachers use the skills they learn, students should take on more leadership than is normally found in the classroom.

ABSTRACT:

This instructional program prepares teachers to use various methods of asking questions which lead students to more productive thinking. It provides all materials and procedures for conducting 30 hours of instruction for teachers.

The instructional sequences provide teachers with 1) an understanding of each questioning strategy, 2) capabilities for using each of the questioning styles leading to productive thinking by students, and 3) an ability to analyze the effectiveness of each questioning strategy as teachers use it in the classroom.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE

Northwest Regional
Educational Laboratory

Interaction Analysis

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

Teachers

COMPLETION DATE:

Now available

PURPOSE-OUTCOME:

This activity, a part of the Improving Teacher Competencies Program, is to develop training that enables teachers to learn more about themselves, about their classroom behavior, and about their students' reactions to various teaching methods. This knowledge usually results in changes in attitudes and in more effective utilization of teaching methods.

ABSTRACT:

The instructional program, Interaction Analysis, prepares teachers to use techniques for collecting data about what happens in the classroom, analyzing and interpreting the information, and using it to make sound judgments for improving instruction. Included are a 215-page instructor's manual, and audiovisual materials for conducting 30 hours of training.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	X DISSEMINATE

Northwest Regional
Educational Laboratory

Integrated Pupil-Teacher Interaction

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

Teachers

COMPLETION DATE:

1973

PURPOSE-OUTCOME:

This activity, a part of the Improving Teacher Competencies Program, is to develop training that provides teachers with sequences of specific classroom behaviors which promote students' thinking skills.

The immediate condition to be affected is teacher training. The result of using skills developed by this training program will be evident in the classroom behavior of teachers. As teachers use the skills they learn, students should take on proportionately more leadership than is normally found in the classroom.

ABSTRACT:

This instructional system will prepare teachers to use sequences of specific sets of behaviors which fulfill eight basic classroom leadership functions. They are 1) support the learning of individuals; 2) foster open, clear communication among group members; 3) support statements made by individual students; 4) ensure individuals utilize a variety of thinking processes in studying an event, object, or phenomenon; 5) ask for conceptualizations, interpretations of data and applications of knowledge; 6) ensure that each pupil has the opportunity to use knowledge producing processes; 7) ensure that actions of the teacher are sequenced to facilitate thought development; 8) ensure that leadership functions are distributed among all members of the group so each may become active in the knowledge derivation process.

The system for learning to use the verbal behaviors related to each function integrates four individual instructional systems previously developed by the Laboratory: Interaction Analysis, Questioning Strategies, Higher Level Thinking Abilities, and Inquiry.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Northwest Regional
Educational Laboratory

Research Utilization
In Problem Solving

PRINCIPAL INVESTIGATOR:

Charles Jung

TARGET AUDIENCE:

Teachers, administrators

COMPLETION DATE:

Teacher, agency personnel versions now available; for administrators & citizen advisory groups--1971

PURPOSE-OUTCOME:

The immediate goal of this activity, a part of the Improving Teacher Competencies Program, is to develop training which increases knowledge and skills in identifying problems of learners, diagnosing learning environments, considering action alternatives, testing the feasibility of action plans, adapting plans of action, retrieving objective information, deriving action implications from information received, defining objectives for improvement efforts, and analyzing and synthesizing objectives.

ABSTRACT:

The instructional program, Research Utilization in Problem Solving, increases skills for systematically carrying out a five-step method of problem solving: 1) identify the problem, 2) diagnose the problem situations, 3) consider the alternative actions, 4) try out a plan of action, and 5) adapt the plan.

Included in the instructional system for conducting 20 hours of training are a 350-page instructor's manual and an audiotape presentation of a simulated educational problem.

Four adaptations are being produced for use with different groups: 1) teachers, 2) agency personnel concerned with dissemination of educational innovations, 3) school administrators, and 4) citizen members of education advisory committees.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X*		X

X--teachers and agency personnel
X*--administrators and advisory committees

Northwest Regional
Educational Laboratory

Systematic and Objective Analysis of Instruction

PRINCIPAL INVESTIGATOR:
Charles Jung

TARGET AUDIENCE:
School personnel

COMPLETION DATE:
Now available

PURPOSE-OUTCOME:
The immediate goal of this activity, a part of the Improving Teacher Competencies Program, is to develop training that encourages self-analysis and self-improvement of teaching.

Effective use of these skills by teachers, administrators, and others should result in measurable improvement by pupils.

ABSTRACT:
This instructional system increases skills in interpersonal relations, supervisory techniques and teaching strategies.

A "doing-looking-learning" type of instruction is used. Participants work on specific objectives in small groups. As they participate in these "doing" activities, they generate a common and shared experience. By examining or "looking" at their performance during these special activities, they are "learning" certain skills, principles, and attitudes which facilitate desired changes in behavior.

In developing desired new skills, teachers: 1) plan daily lessons together, 2) observe teachers using the plans with pupils, 3) learn to record systematically what happens in the classroom, 4) analyze objectively the information for patterns of teaching behavior, and 5) use the information to plan ways of improving instruction.

The system includes a leader's manual and all materials needed to conduct 100 hours of instruction.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Northwest Regional
Educational Laboratory

Cross-Age Peer Help

PRINCIPAL INVESTIGATOR:
Charles Jung

TARGET AUDIENCE:
Teachers and administrators

COMPLETION DATE:
Ready for production

PURPOSE-OUTCOME:

This activity, a part of the Improving Teacher Competencies Program, is to develop training to prepare school personnel to plan and implement a program for older pupils to help younger ones learn.

While the younger students in such a program generally show improvement, positive changes tend to be even greater for the older helpers.

ABSTRACT:

The Cross-Age Peer Help instructional program is in two parts.

Part I, originally developed at the University of Michigan, provides a supervising teacher in a Cross-Age Peer Help program with instructional materials and procedures for conducting ten weekly seminars to help the older students become skillful and successful educational helpers.

Part II, developed by the Laboratory, prepares a teacher or administrator to plan such a program in his school, orients personnel who will be involved, and provides them with capabilities to encourage and assist pupils to help each other learn effectively.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

The R&D Center for Teacher Education (Austin)

Personalized Teacher Education Program

PRINCIPAL INVESTIGATOR:

Oliver H. Bown

TARGET AUDIENCE:

Teacher educators
Prospective teachers

COMPLETION DATE:

Model II: Spring 1972 (revisions will continue at least through 1975)

PURPOSE-OUTCOME:

This program is designed to operationalize a full-year professional teacher training program which incorporates all feasible modules and other components previously developed by the Center, as well as components still to be identified and developed.

ABSTRACT:

Teacher education modules have been developed by the Center for curriculum areas of science, mathematics, and social studies. Modules introducing teachers to team teaching techniques and organizational constraints have been developed. A teaching laboratory was developed to provide neophytes with practical experiences in teaching strategies. Most important, however, were modules which provide a means of assessing teacher personality and teacher concerns and which combine these techniques for constructively feeding this information back to the teacher and for using the information to plan personal education experiences for each student teacher.

The problem now lying before the Center is one of combining these materials under an administrative structure, developing or adapting new materials to complete that structure, evaluating the resulting program in field operations, and modifying the program. The structure has been titled the Personalized Teacher Education Program.

The principal product of the FY '71 work in the PTE Program will be a modified (Model II) version of the program structure. Complementary products will be the first manuscripts in a documentation project and sets of completed modules in mathematics, instructional design and assessment.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

R&D Center in Teacher Education (Austin)

Performance Accountability and Teacher Attitudes: Do They Affect Teaching Behavior and Student Achievement?

PRINCIPAL INVESTIGATOR:

Edmund T. Emmer
Thomas L. Good

TARGET AUDIENCE:

Teacher educators, product developers

COMPLETION DATE:

January 1972

PURPOSE-OUTCOME:

The general purpose of this study is to examine and describe the differential teaching behaviors of student teachers in naturalistic and experimental conditions. This project is part of the Center's Personalized Teacher Education Program.

ABSTRACT:

The study combines two major investigations within the same research project. The experimental study is an effort to assess the influence of differential feedback procedure and performance accountability upon the behavior of student teachers. The focus of the naturalistic study is to examine ways in which student teachers interact differentially with various pupil subgroups.

Two major questions are being asked:

1) Does accountability for teaching performance affect pupil achievement or pupil attitudes?

2) In what ways do student teachers' expectations for individual pupils' performances, and student teachers' attitudes toward pupils, affect their behavior toward various subgroups of pupils?

Results will be published and will provide input for planning future directions for the Center's action programs.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

R&D Center for Teacher
Education (Austin)

PRINCIPAL INVESTIGATOR:

Shirley L. Menaker

TARGET AUDIENCE:

Education researchers,
PTE program planners,
counseling psychologists

COMPLETION DATE:

Summer 1971

PURPOSE-OUTCOME:

This study, a part of the Center's Personalized Teacher Education Program, is designed to extend correlations of teaching styles with assessment instruments and other measures of teaching behavior. Results will provide input concerning implications of assessment data and will be considered in PTE Program planning and future research in teaching behavior.

Hierarchical Grouping Study

ABSTRACT:

Available classroom coding techniques provide essentially atomistic or molecular descriptions of behavior and do not get at differential teaching styles. In order to obtain a more molar description of teaching behavior, a hierarchical grouping analysis was carried out on data available from an earlier study. Four groups of subjects were identified by means of this hierarchical analysis.

1) Cognitive Direct. Highest on Lecturing and on the amount of Volunteering from Pupils. Lowest on Praise, on giving Directions and on Criticizing.
2) Cognitive Indirect. Highest on Acceptance of Ideas, Questioning, Pupil Enthusiasm, and Pupil Responding. Lowest on Lecturing.
3) Cold Direct. Highest on giving Directions, Criticizing, Hostility from Pupils, and on silent Pupil Work. Lowest on Accepting Ideas, on Questioning, and on Pupil Enthusiasm.
4) Warm Indirect. Highest on Accepting and Eliciting pupils' feelings and on Praise to pupils. Lowest on nothing.

These groups correlated with grade level taught and with intentions to continue teaching. Further correlations will be sought during FY '71. Persistence of the teaching styles will also be examined.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

R&D Center for Teacher
Education (Austin)

An Assessment of the Effects of an
Honors Program in Education

PRINCIPAL INVESTIGATOR:

Shirley L. Menaker

TARGET AUDIENCE:

Teacher educators, PTE program planners

COMPLETION DATE:

Fall 1971

PURPOSE-OUTCOME:

This project, a part of the Personalized Teacher Education Program, will determine the effects of teacher education which includes counseling components and other characteristics of the PTE Program.

ABSTRACT:

In the Fall, 1967, data was gathered during a highly accelerated program for twelve women, six of whom had grown children and wanted to be trained as teachers and six who were in school already but seemed reasonable subjects for an accelerated program. The "Honors Program" condensed a two-year professional training program into a single year, in much the same manner as the present PTE Program. Data were gathered on the subjects, but priority projects and computer problems delayed analysis of the information.

During FY '71, the data will be pulled from the files and comparisons will be made with the research population that composed the Center's major personalization research project, known as the PEB project. Follow-ups will be made of participants in the 1967 Honors Program, allowing conclusions as to the long-range effects of the accelerated program. This latter data can have implications for the accelerated PTE Program planning.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

R&D Center for Teacher
Education (Austin)

PRINCIPAL INVESTIGATOR:

L. Jean York

TARGET AUDIENCE:

Teacher educators,
product developers

COMPLETION DATE:

January 1972
(pilot phase)

PURPOSE-OUTCOME:

The general purpose of this study, a part of the Personalized Teacher Education Program, is to accomplish the research necessary to identify a program in reading, communication skills, and the language arts which will provide for individualized instruction to meet the needs of every child.

In addition, a conceptual framework will be formulated for the development of a practical approach to training teachers in the diagnostic and prescriptive strategies which prove to be most important and most effective for the chosen program.

Language Arts Pilot Project

ABSTRACT:

During FY '71, the pilot year of this study, the project work will be focused on the following objectives:

1) Search literature and present practice for evidence of:
    a. Which materials are effective with individual preservice teachers and with children of particular types?
    b. Which teaching style in language arts is effective with a particular kind of child?
    c. Which teaching strategies are congruent with the personality of a particular kind of teacher?
    d. Which kind of feedback on evaluation is beneficial for particular kinds of preservice teachers?
    e. How can literature and poetry be used effectively to lessen concerns of teachers and children?
2) Based on the above research, a framework will be formulated for the training of teachers in the chosen program of individualized instruction in reading and the language arts.
3) A basic design will be formulated and testing strategies outlined for the development of a teacher training program for both preservice and inservice teachers.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

R&D Center for Teacher
Education (Austin)

PRINCIPAL INVESTIGATOR:

David P. Butts
Heather L. Carter

TARGET AUDIENCE:

Teacher educators,
prospective teachers

COMPLETION DATE:

Spring 1972

PURPOSE-OUTCOME:

In this project, a part of the Personalized Teacher Education Program, modules are being developed which will train teachers in the theories and procedures of instructional design.

Module Development for Personalized
Systematic Instruction

ABSTRACT:

The work of this project is directed toward two goals. First, the redesign of the instructional design modules to expand them to include reading, mathematics, and social studies and materials which focus on the systematic planning of instruction. Second, the development of an approach to instructional strategies which emphasized the maximum development of the personal potential consistent with the teaching style of an individual.

Modules for the instructional design sequence were developed through pilot testing during FY '70. During the Fall, 1970, revisions were tested in the University of Texas College of Education, including tasks from a broader variety of subject areas and increased emphasis on personalization.

Developmental steps for FY '71 include: 1) analysis of pilot test data from the Fall, '70, semester; 2) revisions of modules according to results of the above analyses; 3) selection of four field test sites; 4) supplying student manuals to field test sites in return for pre-post treatment data, plus experiential feedback from instructors and students.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

R&D Center for Teacher
Education (Austin)

Assessment Instrument Development

PRINCIPAL INVESTIGATOR:

Shirley L. Menaker
Frances F. Fuller

TARGET AUDIENCE:

Consulting psychologists, teacher educators

COMPLETION DATE:

Spring 1972

PURPOSE-OUTCOME:

The general purpose of this project, a part of the Personalized Teacher Education Program, is to develop instruments for use by trained counseling psychologists to use in psychological feedback sessions with prospective teachers.

ABSTRACT:

During FY'71 this project will have the following objectives: 1) continued development and validation of a screening manual for the test of Directed Imagination developed earlier by the Center; 2) continued development and validation of a screening manual for the One-Word Sentence Completion instrument also developed earlier by the Center; 3) development of an Exit Interview Questionnaire; 4) development of a Computer Scoring System for the One-Word Sentence Completion instrument; 5) development of a Brief Record Form for summarizing counselor-client contacts; 6) development of a quick-scoring instrument for identifying teachers' concerns; and 7) development of evaluation forms for use in field tests of assessment instruments.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X	X	X			

R&D Center for Teacher Education (Austin)

University of Texas Model Operation

PRINCIPAL INVESTIGATOR:

Gene E. Hall
David P. Butts
Heather L. Carter

TARGET AUDIENCE:

Teacher educators, prospective teachers

COMPLETION DATE:

Open-ended operation

PURPOSE-OUTCOME:

The general purpose of this project, a part of the Personalized Teacher Education Program, is to demonstrate and evaluate a procedure for using preservice teacher education modules developed by the Center. The combined modules are known as the Personalized Teacher Education Program.

ABSTRACT:

FY '71 goals for this project are: 1) to evaluate changes in teacher behavior as a consequence of the program; 2) to demonstrate and evaluate procedures for integrating personalization techniques (i.e., assessment, feedback counseling) with courses in professional teacher education sequences; 3) to identify the changing concerns of student teachers as they progress through the PTE Program of professional preparation; 4) to demonstrate and evaluate the impact of a teacher education schedule in which students are involved full-time (8 hours/day) throughout two consecutive semesters, during which time they experience all of the college-level professional preparation normally dealt with over a two-year period; 5) to prepare a documentation of the PTE Program so that it might be replicated. 6) to follow through with an examination of the teaching behavior of graduates of the Program, using conferences and videotapes of the teachers.

Twenty-nine students will participate in the University of Texas PTE Program during the 1970-71 school year. Follow through observations will be made in the Fall, 1971.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

R&D Center for Teacher Education (Austin)

University of Alabama Model Operation

PRINCIPAL INVESTIGATOR:

Gene E. Hall
Shirley L. Menaker
L. Lisa Lewis

TARGET AUDIENCE:

Teacher educators, prospective teachers

COMPLETION DATE:

Open-ended operation

PURPOSE-OUTCOME:

The general purpose of this project, a part of the Personalized Teacher Education Program, is to demonstrate and evaluate a procedure for using preservice teacher education modules developed by the Center. The combined modules are known as the Personalized Teacher Education Program.

ABSTRACT:

The FY'71 goals for this project are generally the same as for the University of Texas Model Operation. Special emphasis during FY '71 will be given to the psychological assessment and feedback counseling techniques in the Alabama Operation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

R&D Center for Teacher
Education (Austin)

KANTEX Model Operation

PRINCIPAL INVESTIGATOR:

Gene E. Hall

TARGET AUDIENCE:

Teacher educators,
prospective teachers

COMPLETION DATE:

Open-ended operation

PURPOSE-OUTCOME:

The general purpose of this project, a part of the Personalized Teacher Education Program, is to demonstrate and evaluate a procedure for using preservice teacher education modules developed by the Center. The combined modules are known as the Personalized Teacher Education Program.

ABSTRACT:

The FY '71 goals for this project are generally the same as those of the University of Texas Model Operation. Special emphasis during FY '71 will be given to the curriculum based materials in the KANTEX Operation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

R&D Center for Teacher
Education (Austin)

Personalized School Program

PRINCIPAL INVESTIGATOR:

Robert F. Peck

TARGET AUDIENCE:

Teacher educators, school consultants, prospective teachers

COMPLETION DATE:

Model II: Summer 1972 (revisions will be continued at least through 1975)

PURPOSE - OUTCOME:

This program is designed to define and document a system of consultation and other techniques to help teachers personalize the education of their pupils and to build these skills in preservice teachers.

ABSTRACT:

In addition to having their own educations personalized, as in the Center's Personalized Teacher Education Program, teachers need to learn how to personalize their instruction of children. The Personalized School Program is aimed at developing procedures and materials for this purpose.

The primary objective of the program is to develop a model of consultation which can serve as a major technique for promoting the personalized instruction of school children. This model will be usable by a variety of personnel in the school system and by teacher educators at the preservice level.

To contribute to this primary objective research will be conducted into teacher behavior and extensive documentation will be made of model consultation operations being conducted in two Austin, Texas, schools. Additional research will be conducted using data gathered in such documentation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

R&D Center in Teacher
Education (Austin)

Behavioral Components of
Effective Teaching

PRINCIPAL INVESTIGATOR:

Jere E. Brophy
Thomas L. Good

TARGET AUDIENCE:

Teacher educators, product developers

COMPLETION DATE:

Spring 1972

PURPOSE-OUTCOME:

Once patterns of behavioral components are found that work best for teachers with identifiably different styles, this knowledge will be applied to the construction of individually relevant and helpful teacher training procedures and materials in the Personalized Teacher Education Program and Personalized School Program.

ABSTRACT:

In this study, second- and third-grade teachers will be chosen who have demonstrable skill in generating learning. Data of several kinds will be collected which will permit a detailed description of the undoubtedly multiple patterns of interest, attitude, and classroom action which make up the spectrum of effective teaching. The data will include objective recording of teacher-pupil interactions. The design will use not only a system for describing the teacher's generalized style of dealing with the class as a whole, but also a dyadic interaction coding which records the teacher's differentiated way of dealing with individual students. Additional measures of teachers' values and attitudes will be employed.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

R&D Center for Teacher
Education (Austin)

Personalized School Program Data Analyses

PRINCIPAL INVESTIGATOR:

Open staff position

TARGET AUDIENCE:

Education researchers,
P.S. program planners

COMPLETION DATE:

Continuing

PURPOSE-OUTCOME:

This project is designed to define and document elements of the Personalized School Program which have the greatest affect on the personalization of education for children.

ABSTRACT:

Consultation with teachers in Austin, Texas, schools for the purpose of helping them to individualize and personalize the education of their pupils has been sponsored by the Center since 1968.

The consultation procedures and other forms of intervention have been carefully recorded along with extensive personality and coping behavior data on both teachers and pupils. Analysis of this data to determine what elements of the teacher-consultant-pupil interaction most affect personalization of education for children have been delayed due to personnel shortages and computer problems. This analysis has been scheduled for the Summer of 1971, contingent on the acquisition of an adequate staff to process and evaluate the information.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

R&D Center for Teacher
Education (Austin)

Zavala Elementary School Model Operation

PRINCIPAL INVESTIGATOR:

Ruth Haak

TARGET AUDIENCE:

Inservice teachers, consultants

COMPLETION DATE:

Model I: Summer 1972 (revision to continue at least through 1975)

PURPOSE-OUTCOME:

This project, a part of the Personalized School Program, will demonstrate and test basic procedures for consulting with inservice elementary teachers for the purpose of helping them to individualize and personalize the education of selected students.

ABSTRACT:

In this elementary school version of the Model I Personalized School Program, selected teachers in an Austin, Texas, elementary school (Zavala) devise strategies with a consultant to individualize instruction for certain selected students in their classes. In this situation, the consultant works with the teachers, but does not work directly with children. At the same time, with a small sample, the consultant also tests the effect of giving children direct, personalized feedback about their own ways of coping with problems, in a manner similar to that developed in the Personalized Teacher Education Program.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

R&D Center for Teacher
Education (Austin)

Martin Junior High School Model Operation

PRINCIPAL INVESTIGATOR:

Donald L. Williams

TARGET AUDIENCE:

Inservice teachers, consultants

COMPLETION DATE:

Model I: Summer 1972 (revisions to continue at least through 1975)

PURPOSE-OUTCOME:

This project, a part of the Personalized Schools Program, will demonstrate and test basic procedures for consulting with inservice secondary teachers for the purpose of helping them to individualize and personalize the education of selected students.

ABSTRACT:

In this secondary school version of the Model I Personalized School Program, selected teachers in an Austin, Texas, junior high school (Martin) devise strategies with a consultant to individualize instruction for certain selected students in their classes.

The consultant seeks ways to open up school organizations to maximize the opportunities for individualizing the education of pupils. The aim of this approach is to produce schools which operate as a team, responsive to the needs of children and the community.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Southwestern Cooperative
Educational Laboratory

Teacher/Teacher Aide
Companion Training Program

PRINCIPAL INVESTIGATOR:

Donna Peck
Sandra Gordon

TARGET AUDIENCE:

Teachers and aides

COMPLETION DATE:

Now available

PURPOSE - OUTCOME:

This program was developed to train teachers and aides to function effectively as a team as well as training aides to assume supplementary instructional tasks in the classroom.

ABSTRACT:

SWCEL training emphasizes involving both members of the team in the instructional process. During the institutes, the teacher aide receives instruction on the respective and complementary roles of both team members (teacher and teacher aide), an overview of tendencies in early childhood development, and an awareness of some differences between the school and home environment. Specific instruction is given in supplementing the teaching of English as a second language. Specific activities that the teacher aides learn to teach include finger-plays and oral reading of stories (in native language or English) plus follow-up activities related to the Oral Language Program (OLP). Selected OLP lessons are also taught during micro-teaching. These activities differ from location to location, depending on the ethnic composition of the neighborhood.

Inservice follow-up meetings give additional instruction in these and other areas.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Stanford Center for
Research & Development
In Teaching

Training Studies

PRINCIPAL INVESTIGATOR:

Richard E. Snow
N.L. Gage

TARGET AUDIENCE:

Teacher training programs, teachers, educational psychologists

COMPLETION DATE:

September 1972

PURPOSE-OUTCOME:

This project was designed to define heuristic teaching skills, to demonstrate their effects on learning, and to develop training procedures to improve such training skills. A long-term goal of the project is to improve basic psychological understanding of teaching and learning processes, which will result in an individualized teacher training system. The project will contribute directly to another Center project, "A Model Teacher Training System," which is a major objective of the Center's Heuristic Teaching Program.

ABSTRACT:

Teachers lack understanding and mastery of heuristic teaching skills. The Training Studies project is concerned with the analysis of such teaching skills and the design of training procedures to promote skill acquisition in teachers. In earlier years, project efforts have focused on reinforcing questioning, listening, and explaining as distinct skills and training needs. Current work addresses the problem of building an integration of such skills in teacher behavior, and its uses and effects, particularly in tutorial dialogue.

Project research on teaching-learning processes uses both microteaching and tutorial dialogue paradigms and also investigates relationships between aptitude variables in teachers and their interaction with training effects.

During coming years, the project will conduct a series of experiments in tutorial dialogue, designed to produce new understanding of tutorial processes and to develop specific measuring instruments for teacher and learner assessment.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Stanford Center for
Research & Development
In Teaching

Microteaching and Intern Data Bank:
Group Processes Protocol Material

PRINCIPAL INVESTIGATOR:

R.H. Koff
R.J. Shavelson

TARGET AUDIENCE:

Teacher education programs

COMPLETION DATE:

December, 1971

PURPOSE-OUTCOME:

This project is a teacher training component on group processes. It will contribute to another project, "A Model Teacher Training System," which is a major objective of the Center's Heuristic Teaching program.

ABSTRACT:

The Microteaching-Data Bank project will study a variety of problem areas which contribute to the construction of a model teacher education system. The diversity of problems results from the programmatic approach of the Heuristic Teaching program; personnel capabilities are matched with problem areas. A short description of the goals, method and outcomes is presented for each problem area within this project.

In the Group Processes Protocol Material project, it is realized that the human teacher is unique in that he can interact extemporaneously with small groups of students. Seldom is he trained to do so. A training component to alleviate this problem has been developed by the EPDA-affiliated project; the goal of this study is to perform a formative evaluation of materials developed in this study. The outcome will be a teacher training component on group processes.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
				X				

Stanford Center for
Research & Development
In Teaching

Microteaching and Intern Data Bank:
Crisis Resolution Curriculum

PRINCIPAL INVESTIGATOR:

R.H. Koff
R.J. Shavelson

TARGET AUDIENCE:

Teacher education programs

COMPLETION DATE:

January 1972

PURPOSE-OUTCOME:

This project will develop a teaching component to help train teachers to manage groups of students in a crisis situation. The results will contribute directly to another project, A Model Teacher Training System, which is a major objective of the Center's Heuristic Teaching program.

ABSTRACT:

The Microteaching-Data Bank project will study a variety of problem areas which contribute to the construction of a model teacher education system. The diversity of problems results from the programmatic approach of the Heuristic Teaching program; personnel capabilities are matched with problem areas. A short description of the goals, method, and outcomes is presented for each problem area within this project.

Crisis Resolution Curriculum. Heuristic training components need to be developed to train teachers to manage groups of students. The goals of this study are to identify school situations which are viewed as crises, and to define the elements in a training component which will enable teachers to cope with crises. This component will be coordinated with the Personal Competencies project and with the studies of crisis resolution study in the program on Teaching Students from Low-Income Areas. Interviews will be used to determine a taxonomy of crisis situations; simulation will be used to train teachers to cope with these situations.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Stanford Center for
Research & Development
In Teaching

Microteaching and Intern Data Bank:
Videotape Follow-up of Longitudinal Study
of Certain Heuristic Teaching Variables

PRINCIPAL INVESTIGATOR:

R.H. Koff
R.J. Shavelson

TARGET AUDIENCE:

Teacher education programs

COMPLETION DATE:

January 1972

PURPOSE-OUTCOME:

This project will provide recommendations of components for heuristic teacher training in the Model Teacher Training System, a major objective of the Center's Heuristic Teaching program.

ABSTRACT:

The Microteaching-Data Bank project will study a variety of problem areas which contribute to the construction of a model teacher education system. The diversity of problems results from the programmatic approach of the Heuristic Teaching program; personnel capabilities are matched with problem areas. A short description of the goals, method and outcomes is presented for each problem area within this project.

Videotape Follow-up: Longitudinal Study of Certain Heuristic Teaching Variables. One criterion for the selection of heuristic teaching variables to be included in the model teacher training system is the extent to which the behavior established in preservice training has endured in the classroom. The goal of this study is to identify heuristic teaching variables displayed by teachers who have three years of teaching experience. Preservice training data from the Microteaching Clinic have been identified; follow-up data will be collected in this study. These sets of data will be compared; and evidence of the existence of heuristic teaching behavior will be sought. The outcome will be recommendations for heuristic teaching training components for the teacher training system.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Stanford Center for
Research & Development
In Teaching

Microteaching and Intern Data Bank:
Career Patterns Study of
STEP Interns (1959-1969)

PRINCIPAL INVESTIGATOR:

R.H. Koff
R.J. Shavelson

TARGET AUDIENCE:

Teacher education programs

COMPLETION DATE:

Career Patterns Survey: January 1971

PURPOSE-OUTCOME:

All data from the Career Patterns Survey has been entered into SCREDT's Data Bank. An R&D Memorandum describing the Data Bank and each variable contained in it will be completed.

The project will contribute a set of recommendations for selection of students for the Model Teacher Training System and a set of recommendations for placing trained teachers in teaching.

ABSTRACT:

The Microteaching-Data Bank project will study a variety of problem areas which contribute to the construction of a model teacher training system. The diversity of problems results from the programmatic approach of the Heuristic Teaching program; personnel capabilities are matched with problem areas. A short description of the goals, method, and outcomes is presented for each problem area within this project.

Career Patterns Study of STEP Interns (1959-1969). The selection of teacher trainees and the placement of teachers are critical. The goals of these studies are to identify critical selection and placement variables to teacher survival. Information about students, data collection procedures, and variables is contained in the 1970 Annual Report. Descriptive statistics (frequencies, central tendency) and correlational statistics (regression, discriminant analysis) will be used to study the problem.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
							X	

Stanford Center for
Research & Development
In Teaching

Uncertainty Studies

PRINCIPAL INVESTIGATOR:

J.S. Suppes

TARGET AUDIENCE:

Teacher education programs, researchers in education

COMPLETION DATE:

August 1971

PURPOSE-OUTCOME:

This project will produce teaching techniques and a sample curriculum designed to teach students when it is appropriate to be uncertain. Its findings will contribute to the project, A Model Teacher Training System, which is a major objective of the Center's Heuristic Teaching program.

ABSTRACT:

The major effort of this project has been focused in two related directions. First, it has attempted to define the psychological construct(s) that underlie the ability to recognize problems, or recognize when it is appropriate to be uncertain. Thus, the situational and personality variables thought to be related to the ability to recognize problems were studied. The generality of this skill over a variety of tasks, including role playing, art appreciation, spelling, mathematics, reasoning about social studies problems, and three different tasks requiring reasoning about interpersonal situations were also examined.

Second, an attempt was made to define the teaching processes that affect this ability. This goal has been pursued in two ways. 1) The behavior of teachers whose students vary in their ability to recognize problems were studied and a rating scale developed to code student-teacher interaction which is being used to examine related differences in teacher behavior. 2) A series of teaching experiments have been conducted to test new methods of teaching children to generate warranted uncertainty.

More than 1,000 students participated in the major study of the psychological construct of ability to recognize problems and generate warranted uncertainty. Smaller numbers of students have participated in the set of related experiments.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

Stanford Center for
Research & Development
In Teaching

Model Teacher Training System

PRINCIPAL INVESTIGATOR:

R.E. Snow

TARGET AUDIENCE:

Schools of education, teachers, teacher education programs

COMPLETION DATE:

September 1973

PURPOSE-OUTCOME:

The proposed system has not yet been designed, but some of the components that will be included in the initial versions can be indicated: 1) selection, diagnosis of entry behavior and placement; 2) a programmed series of training experiences; 3) unprogrammed training experiences provided at the suggestion of a supervising teacher; 4) practice teaching in three kinds of situations, this being the core of the program; 5) evaluation of progress by means of extensive data collected on each trainee; 6) over time, the trainee's sphere of school experience and duties will be gradually expanded. This project represents a major goal of the Center as well as of the Heuristic Teaching program, of which it is a part. It will incorporate substantive portions of a number of projects as components.

ABSTRACT:

Although the proposed system has not yet been designed, it is possible to indicate some components that will be included in initial versions. It should be understood that this is a system to be used within a program and should not be construed as an entire teacher education program.

Selection, diagnosis, and placement. Applicants would be tested with written and performance exams designed to diagnose strengths and weaknesses and specific training needs. Training components--programmed. A programmed series of training experiences would be planned for each trainee, each component having specified criterion levels to be reached. Training components--unprogrammed. Other training experiences would be provided or assigned at the suggestion of a supervising teacher working closely with the trainee. Practice teaching. The core of the system would consist of intensive teaching experiences in three kinds of situations: tutorial dialogue, microteaching with small groups, and regular classroom experience. Repetitive trials and feedback, as in the classical microteaching paradigm, would be the main skill acquisition vehicle. Evaluating progress. Through tests, trainee diaries, supervisors' reports, and analyses of tapes and transcripts, extensive data would be gathered for both formative and summative evaluation purposes. Expansion of responsibility. Over time, the trainee would be introduced gradually to school experience and duties.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Stanford Center for
Research & Development
In Teaching

Editing of Yearbook
Behavior Modification in Education

PRINCIPAL INVESTIGATOR:

C.E. Thoresen

TARGET AUDIENCE:

Teacher education programs, educational psychologists, counseling and guidance personnel

COMPLETION DATE:

June 1973

PURPOSE-OUTCOME:

The National Society for the Study of Education's 72nd Yearbook (1973) will include chapters on a wide range of areas in the field of education. Experts in each area have been invited to contribute chapters on: teaching and the classroom, counseling, specific problems such as speech and reading and autism, family and the community, and behavioral systems, and various problems and prospects, all in terms of behavioral modification.

ABSTRACT:

Under this project, the 72nd yearbook Behavior Modification in Education, will be edited. Tentative plans for the yearbook call for its division into seven sections: 1) Overview; 2) Teaching and the Classroom (one chapter on behavioral approaches in teacher education and one on altering classroom behaviors and environments); 3) Counseling (a discussion of behavioral approaches to counseling and behavioral inquiry in counseling); 4) Specific Problems (covering behavior modification in four problem areas--speech and reading, autistic children, the mentally retarded, and the socially deviant); 5) Family and Community (one chapter on behavior approaches with parents and others); 6) Behavioral Systems (one chapter on current perspectives, one on token economies and operant environments, and one on training in counseling); and 7) chapters on behavior modification viewed philosophically, value issues in behavioral approaches, and behavioral modification--a comment.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
		X						

Stanford Center for
Research & Development
In Teaching

Training Instructional Teams for a Differentiated Approach to Learning

PRINCIPAL INVESTIGATOR:

R.H. Koff
R.J. Shavelson

TARGET AUDIENCE:

Teacher trainers, teachers, administrators

COMPLETION DATE:

June 30, 1971

PURPOSE-OUTCOME:

A grant for this project was approved by the Bureau of Educational Personnel Development, USOE, in May 1970, and the project was approved as an Affiliated Project in June 1970. Its purpose is to develop and evaluate a practical method for training and retraining teachers to work in teaching teams, in which each teacher's role is differentiated according to his aptitudes. The project will develop and evaluate protocol materials for training preservice and inservice teachers in group dynamics. Also, research will be conducted on the interaction between teacher aptitudes and their roles in instructional teams.

ABSTRACT:

This project will develop and evaluate a practical method for training and retraining teachers to work in teaching teams.

The protocol materials are divided into packages to provide training in four critical areas: 1) perception; 2) task, roles, decisions; 3) problem solving; and 4) group maintenance. Although the packages are set up in a linear fashion, the processes with which they deal are not linear. The packages were established in this fashion for developmental and instructional purposes.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Stanford Center for
Research & Development
In Teaching

The Development of Protocol Materials on Teacher Behavior, and Teacher-Student Interaction in Classrooms

PRINCIPAL INVESTIGATOR:

N.L. Gage
D.C. Berliner
(Cooperative project with
Far West Laboratory)

TARGET AUDIENCE:

Teacher trainees and paraprofessional students

COMPLETION DATE:

June 1971

PURPOSE-OUTCOME:

This project will provide curriculum materials for teacher trainees. It will provide understanding of important concepts and principles in teaching and is not meant to produce training materials related to subject content. Materials will be valid representations of classrooms and teacher-student interactions which will aid the trainees in analyzing, conceptualizing, and understanding teaching.

ABSTRACT:

The project represents part of a new effort by the Bureau of Educational Personnel Development (USOE) to prepare materials usable in improving teachers' ability to understand and interpret educational phenomena. Such materials, called "protocol" materials, are to be distinguished from "training" materials.

Materials are being developed to aid in understanding variety and variation in the classroom, organization of presentation, and other complex interactions between teachers and students. Each of the categories selected will be represented by a package consisting of a videotape, instructor's guide, and evaluation material indicating how the package should be used in the teacher education program. The packages will be field tested in both preliminary and final versions. Materials will provide an understanding of important concepts and principles in teaching and are not meant to teach classroom skills.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
					X			

Upper Midwest Regional
Educational Laboratory

Developing Behaviorally Engineered Educational Environments Program: English Inservice Project-- "Backgrounds in English"

PRINCIPAL INVESTIGATOR:

John C. Maxwell

TARGET AUDIENCE:

Language arts teachers

COMPLETION DATE:

March 1, 1970

PURPOSE-OUTCOME:

UMREL is designing, developing, and testing behaviorally engineered educational environments; carrying out the research and development required to put the findings of behavioral scientists and contemporary technological developments to practical use in improving and upgrading our educational systems.

"Backgrounds in English," Kit 1 of the English Inservice Project, is an attempt to find the means for rapidly updating large numbers of teachers of English and language arts at costs which even small districts can afford and on topics which teachers want and need to know about.

ABSTRACT:

In its barest essentials, the English Inservice Project seeks to produce a series of six to eight "unit kits" containing modern, scholarly, interesting multimedia learning units for language arts teachers to use together as a means of gaining background for various kinds of curriculum decisions.

It is planned that Kit 1 will be leased for a ten week period to school districts at a cost of about $135. Included in the kit will be appropriate paperback texts, related text material, audio-tapes of outstanding scholars and English education specialists, disc recordings, taped and filmed discussions among teachers and scholars, manuals for the guidance of local leaders and the teacher participants, and samples of significant new curriculum materials. The kits are self-contained and require only local leadership.

"Backgrounds in English" has been field-tested at 30 sites in Iowa, Minnesota, and North Dakota.

The kit is available through the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 61820.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
								X

Upper Midwest Regional
Educational Laboratory

Developing Behaviorally Engineered
Educational Environments Program:
English Inservice Project--
"Dialects and Dialect Learning"

PRINCIPAL INVESTIGATOR:

John C. Maxwell

TARGET AUDIENCE:

Elementary and secondary teachers and college undergraduates preparing to teach

COMPLETION DATE:

February 1971

PURPOSE-OUTCOME:

UMREL is designing, developing, and testing behaviorally engineered educational environments; carrying out the research and development required to put the findings of behavioral scientists and contemporary technological developments to practical use in improving and upgrading our educational systems.

"Dialects and Dialect Learning" provides basic information and skills for both teachers who wish to modify their teaching of standard English usage and for those who wish to understand more fully this sensitive and important topic. Much of the program is given over to enlarging an understanding of linguistics and of language as a social medium.

ABSTRACT:

The "Dialects and Dialect Learning" inservice program consists of four programmed instructional units with accompanying tape recordings and test materials.

The program aims toward teacher understanding of the major nonstandard dialects in America. It provides information about dialects in general, the phonetics of American English, and features of nonstandard usage which commonly occur in American speech. The Program was developed and tested by the Laboratory with the assistance of linguists at the University of Minnesota and the Center for Applied Linguistics in Washington, D.C.

At the conclusion of the training program, teachers will be able to: 1) answer questions relating to ten critical concepts about American dialects; 2) write broad phonetic transcriptions of tape-recorded speech samples; and 3) categorize and record nonstandard features occurring in the relatively formal speech of children and youth.

The ultimate objective of the program is to prepare teachers to individualize instruction in dialects and usage and help youngsters acquire control of major features of the standard dialect of their region, features that they can use or not use--according to the dictates of given situations.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
						X		

Wisconsin Research &
Development Center for
Cognitive Learning

Preparing Personnel for Differentiated Instructional Roles

PRINCIPAL INVESTIGATOR:

Theodore J. Czajkowski
Donald N. Lange
B. Robert Tabachnick

TARGET AUDIENCE:

School administrators

COMPLETION DATE:

First version--1973

PURPOSE-OUTCOME:

The project was established to develop and evaluate a replicable graduate level preparation program for lead teachers and other role differentiated personnel in elementary schools.

ABSTRACT:

This project represents the Center's emphasis on creating facilitative environments for self-renewal in elementary education. One dimension of creating such environments is to free teachers to assume instructional leadership responsibility by differentiating their roles and those of supporting school personnel.

The major focus of the project is to develop, with input from public school personnel, a program to be offered for lead teachers at the University of Wisconsin-Madison. The program also will be based on analyses of roles taken by lead teachers in various school systems. Once the program has been developed and evaluated, it will be implemented in other teacher training institutions within the state. Support from Educational Professions Development Act resources will facilitate this implementation.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
			X					

Wisconsin Research &
Development Center for
Cognitive Learning

Role Theory Analysis of
Peer-Teaching Techniques

PRINCIPAL INVESTIGATOR:

Vernon L. Allen

TARGET AUDIENCE:

Elementary school personnel and children

COMPLETION DATE:

1975

PURPOSE-OUTCOME:

This project is designed to evaluate tutorial programs in terms of their social, motivational, and attitudinal, as well as their scholastic effects and to provide school systems information on how such programs might be used to best advantage.

ABSTRACT:

This project explores the psychological factors involved in using children as teachers of other children, which is one of the techniques used successfully in the Center's system of Individually Guided Motivation. Activities include investigating the consequences of their roles, both to the student and to the student acting as teacher, in terms of achievement, motivation, attitude, and self-concept. Psychological effects of enacting the role of teacher--that is, changes this role brings with it in motivation, attitude toward school and classroom teacher, and identification with authority--is a particularly intriguing aspect of the project.

The expectation is that many schools will want to initiate programs based on the project's specification of optimal methods for the use of peer-teaching techniques. Inservice materials for teachers, as well as a monograph on theory and research, will be major outcomes.

PLAN	REVIEW DATA	CONSULT OTHERS	DESIGN	PREPARE PROTOTYPE	FIELD TEST	EVALUATE	REVISE	DISSEMINATE
	X							

ALSO SEE:

Organization and Administration

Self-Renewal in a School District	8
Improving Organizational Processes in Unitized Schools	9
Establishing Cadres of Organizational Specialists in School Districts	10
Group Problem-Solving Processes	13
Project Inform	14
Alternatives for Learning Through Educational Research and Technology (ALERT)	21
Instructional Planning Package: Units 1-3	22-24
Training Package "Instructional Planning"	25
Instructional Management Training Package	26
Clarifying Environments	27
Classroom Management	28
Preparing Education Training Consultants	31
Organizational Change	42
Use of Small Groups in a Changing School	45
Developing Behaviorally Engineered Educational Environments	46
Individually Guided Education	47
Analysis of Organization and Administrative Implications of Implementing Individually Guided Education in Elementary and Secondary Schools	49

Systems Approaches

Relevant Applications of Computer Technology	57
Systems Technology	58

Curriculum - Instruction

College Physics Film Program	81
College IPS	82
University of Illinois Mathematics Project	85
Cambridge Conference on School Mathematics	86
Content Analysis of Textbooks Relative to Being Appropriate for Black Students, Grades 1-3	97
Development of Inquiry Skills	104

Individually Prescribed Instruction

Minicourse 5: Individualizing Instruction in Mathematics	111
Aiding IPI	120
Administrative Training Materials	122

Evaluation

Quality Assurance Specialist Program	128
Behavioral Objectives Package	129

Early Childhood

Early Childhood Education Study 137
Follow Through Project 138
Minicourse 2: Thought and Language 143
Minicourse 8: Organizing the Primary Classroom for Independent Learning and Small Group Instruction 144
Follow Through 146

Reading

Minicourse 18: Teaching to Increase Reading Proficiency 156

Bilingual

Standard English as a Second Dialect 168

Disadvantaged

Inservice Training Programs for Educational Personnel Working with Occupationally Disadvantaged Youth 171
Guam Education Project 174
Peabody Language Development Kit 180
Wisconsin Design: Word Attack 181
Wisconsin Design: Study Skills 182
Cross Cultural Communications Package 185
Effective Reinforcement for Achievement Behaviors in Disadvantaged Children 188
Small Group Interaction 189
Student Engagement in Low-Income Classroom Settings 190
Teacher Motivation, Commitment, and Engagement in Low-Income Classroom Settings 191

Urban Education

Community Learning Centers 196
Inner City Teacher Education 198

Vocational Education

Development of an Instrument to Assess the Change Orientation of Vocational Teachers 247
A Prototype Differentiated Staffing Pattern in Vocational-Technical Education 253
The Relevance of Occupational Experience to Vocational Teaching 256
Cooperative Develcpment of a Professional Education Curriculum 263
Understanding the Supervisor's Role 264
Regional Simulation Workshop: Programs and Facilities Program 265
Vocational Education Study 273

Higher Education

Educational Improvement Systems 297

Influence Groups

School-Community Relations Program 305
Pilot Communities 307

Interpersonal Relations

Human Relations Training Unit 309
Interpersonal Relations 310
Educational Community Organization 312
Personal Competencies 313

INDEX

Appalachia Educational Laboratory, Inc.

Early Childhood Education Program 132
Printed Language Skills 155
Educational Cooperative 201
Vocational Guidance 211

Center for the Advanced Study of Educational Administration

Administrative Structure and Classroom Behavior (macro analysis) 1
Administrative Structure and Classroom Behavior (micro analysis) 2
Data-Based Educational Planning and School Governance 3
Case Studies of Differentiated Staff Programs 4
Information Assemblage Regarding Differentiated Staffing Programs 5
Experience Survey of Differentiated Staffing Problems 6
Organizational Impact of Data-Based Educational Planning 7
Self-Renewal in a School District 8
Improving Organizational Processes in Unitized Schools 9
Establishing Cadres of Organizational Specialists in School Districts 10
Advanced Educational Planning 11
Data-Based Educational Planning Systems 12
Group Problem-Solving Processes 13
Project Inform 14

Center for Occupational Education

Development of a Planning, Management, and Evaluation System for Occupational Programs in Rural Schools 202
National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas 203
The Construction and Validation Measures of Vocational Maturity 212
Testing a Model of Policymaking for Vocational Education 228
Improving Policymaking at the State Level for Vocational Education 229
The Development of an Evaluation System for Occupational Education for State Advisory Councils 230
The Development of a Model Subsystem for the Implementation of Section 553, EPDA, in State Agencies for Vocational Education 231
The Study of Job Commonalities Relevant to Occupational Education 232
An Economic Study of Occupational Education in Community Colleges and Technical Institutes 233
A Study of Postsecondary Occupational Information Systems in Selected State Agencies 234
The Development of Postsecondary Occupational Education in the South 235

Center for Occupational Education (continued)

Sources of Information and the Decision Process for Attending Community Colleges and Technical Institutes 236
Employment Performance as an Evaluation Tool for Occupational Education 237
The Development of a Career Oriented, Middle Grade Curriculum 238
An Investigation of the Relationships Between Systematically Derived Work Dimensions and Measured Affective Attributes 239
The Development of Standards for Occupational Education 240
The Application of Mathematical Modeling Procedures to Projecting Curriculum Enrollments and the Study of Student Flow Between Curricula of Community Colleges and Technical Institutes 241

Center for Research and Development in Higher Education

Preparing for the Postsecondary Education of "Lower Half" Students 281
Remedial Education Programs 282
Ethnic Studies and Student Characteristics 283
Black Studies Programs as Preparation for the Professions 284
The Relative Effectiveness of Student Peers, Paraprofessionals, and Professional Counselors on the Academic Performance of "New Students" 285
Impact of a Program of Peer Tutoring on the Communications Skills of "New Students" 286
Utilizing Tutors Effectively in Academic Programs for "New Students" 287
The Implementation of Programs for "New Students" Which Use Peers and Paraprofessionals 288
Determining Effective Governance Structures, Processes, and Participants 289
Governance Patterns for Effective Educational Programs 290
Governance for Effective Resource Allocation 291
Governance Patterns for an Effective Educational Environment 292
Effectiveness of New Campuswide Governance Structures 293
Extra-Institutional Influence and Control 294
Study of Student Change and Development 295
Studies of Differential Education and Student Development of Exceptional and Creative Students in Different College Environments 296

Center for Research and Leadership Development in Vocational and Technical Education

The Development of Intervention Strategies and Techniques to Improve the Vocational Coping Behaviors of Disadvantaged Youth 170
Alternatives for the Design of Inservice Training Programs for Educational Personnel Working with Occupationally Disadvantaged Youth 171

Center for Research and Leadership Development in Vocational and Technical Education (continued)

A System for Describing Occupational Disadvantages 172
Development of a Handbook of Vocational Guidance Methods 213
Operation Guidance: A Prototype for the Application of a Systems Approach to Upgrade Vocational Guidance Programs 214
Women's Career Development: One-Year Followup of High School Girls 215
Use of Occupational Information in Curriculum Design and Revision 242
Regional Workshops for Development of State Vocational-Technical Education Information Dissemination Systems 243
Information Needs of State and Local Administrators in Vocational and Technical Education 244
Improving the Center's State Evaluation System 245
Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) 246
Development of an Instrument to Assess the Change Orientation of Vocational Teachers 247
Fifth Annual National Vocational-Technical Teacher Education Seminar 248
Fourth Leadership Development Seminar for State Directors of Vocational Education 249
Monograph on Programmatic Research and Development in Vocational-Technical Education 250
Simulation Training Materials for Vocational Education Leadership 251
Pre-American Vocational Association Research Training Sessions 252
A Prototype Differentiated Staffing Pattern in Vocational-Technical Education 253
The Development of a Manpower Planning Model for State Programs of Vocational and Technical Education 254
Forecasting Future Trends Useful for Reappraisal in Education 255
The Relevance of Occupational Experience to Vocational Teaching 256
Simulation Training Programs for State Leadership 257
The Change Process in Vocational and Technical Education 258
Continuation of a Pilot Program for the Development of State Vocational-Technical Education Information Dissemination Systems 259
A Critical Analysis of Alternative Strategies for Curriculum Development in Vocational-Technical Education 260
Identification of Criteria for the Systematic Selection of Curriculum Content 261
The Development of a Taxonomy of Innovations in Vocational and Technical Education 262
Cooperative Development of Professional Education Curricula (Phase III) 263
Understanding the Supervisor's Role: A Curriculum Unit Taught with Short Films and Group Discussions 264

Center for Research and Leadership Development in Vocational and Technical Education (continued)

Regional Simulation Workshop: Programs and Facilities Planning 265
National Simulation Training Workshop: Coordinated State-Local Planning 266
National Training Workshop on Planning, Programming, Budgeting Systems 267
Revision of Vocational Education PPBS Training and Related Materials 268
Regional Workshops for Local Leaders 269
Regional Workshops: Local Evaluation System 270
Model Curricula for Vocational and Technical Teacher Education 315
Vocational Teaching in Diverse Cultural Settings: Phase I 316
Vocational Teaching in Diverse Cultural Settings: Phase II 317
Development of a Micro-Teaching Program for Vocational and Technical Teacher Education 318
National Training Workshop: Microteaching and Videotape Feedback 319
National Simulation Training Workshop: Teacher Education 320

Center for Social Organization of Schools

Student Participation in Decision-Making Processes in Secondary Schools 15
Reward Systems in the Classroom 16
The Structure of Competition and Cooperation 17
The Grouping and Differentiation of Students 18
Between and Within School Studies of Normative Environments 19
Classroom Applications of Research in Expectation Theory 20
Typology of Games 69
Optimum Use of Games 70
Games and the Social Structure of Classrooms 71
Evaluation Scheme for Determining Game Effectiveness 72
Progress Reports from the Field 73
Nature and Measures of Talents and Competencies 216
Elementary and Secondary School Studies of the Development of Talents and Competencies 217
College Studies of the Development of Talents and Competencies 218
Adult Studies in the Development of Talents and Competencies 219
Revised Theory of Personality Types 220
Theoretical Studies 221
Extension of an Occupational Classification 222
Extension, Recalibration, and Validation of the Classification of Occupations 223
Development of Graded Series SDS's 224
Evaluation of the SDS for Educational and Vocational Planning 225
Implications for Vocational Education 226
Analysis of Continuous History Work Data 271
Intragenerational Processes 272

Center for Urban Education

SPUR (Social Participation Through Understanding and Reading) 195
Community Learning Centers 196
Educational Leadership Training 197
School-Community Relations Program 305
Parent Participation Workshop Program 306

Central Midwestern Regional Educational Laboratory, Inc.

Aesthetic Education Program 74
Comprehensive School Mathematics Program 75
National Program for Early Childhood Education
  Part I: Knowledge Base Development 133
  Part II: Prototype Development and Applied Experimentation 134
  Part III: Model Development 135
  Part IV: Model Demonstration and Installation 136
Instructional Systems Program 173

Education Development Center

Elementary Science Study 76
Introductory Physical Science 77
Physical Science II 78
PSSC Physics (Third Edition) 79
PSSC Physics 80
College Physics Film Program 81
College IPS 82
Developmental Biology Film Program 83
Mathematics Association of America Individual Lecture Film Project 84
University of Illinois Arithmetic Project 85
Cambridge Conference on School Mathematics 86
American Meteorological Society Film Program 87
National Committee for Electrical Engineering Films 88
National Committee for Fluid Mechanics Films 89
Social Studies Curriculum Program 90
Institutional Development Programs Overseas 91
African Mathematics Program 92
African Primary Science Program 93
African Social Studies Program 94
Early Childhood Education Study 137
Follow Through Project 138
Vocational Education Study 273
Pilot Communities Program 307
Undergraduate Program for the Preparation of Physics and Chemistry Teachers 321

Far West Laboratory for Educational Research and Development

ALERT: Alternatives for Learning Through Educational Research and Technology 21

Far West Laboratory for Educational Research and Development (continued)

Instructional Planning Training Package
  Unit 1: Problem Analysis Training Unit 22
  Unit 2: Goal Setting Training Unit 23
  Unit 3: Objectives and Evaluation Training Unit 24
Training Package: Instructional Programming 25
Instructional Management Training Package 26
Elementary Science Information Unit 95
American Government Information Unit 96
Content Analysis of Textbooks Relative to Being Appropriate for Black Students, Grades 1-3 97
Minicourse 5: Individualizing Instruction in Mathematics 111
Responsive Model Head Start Teacher Training Program 139
Responsive Model Follow Through Program 140
Parent/Child Toy Library 141
Responsive Model Learning Booth 142
Minicourse 2: Thought and Language 143
Minicourse 8: Organizing the Primary Classroom for Independent Learning and Small Group Instruction 144
Minicourse 18: Teaching to Increase Reading Proficiency 156
Human Relations Training Unit 309
Minicourse 1: Effective Questioning (Elementary Level) 322
Minicourse 3: Effective Questioning in a Classroom Discussion (Secondary Level) 323
Minicourse 4: Verbal Interaction 324
Minicourse 9: Thought Questions in the Intermediate Grades 325
Minicourse 13: Expository Teaching 326
Minicourse 14: A Discussion Approach to Controversial Issues 327
Minicourse 15: Teaching Skills that Develop Independent Learning in the Upper Elementary Years 328
Minicourse 16: Peer and Cross-Age Tutoring 329
Minicourse 20: Divergent Thinking 330
Minicourse 21: Problem Solving 331
Minicourse 23: Evaluation of Contract Learning 332
Affective Teacher Training 333
Protocol Development 334
Classroom Simulation 1: Techniques for Evaluating and Solving Pupil Disruptions to the Learning Environment (Upper Elementary Years) 335
Design of a Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education 336
Design, Development and Validation of a Transportable Instructional System for the Training of Educational Diffusion/Evaluation Personnel 337

Learning Research and Development Center

Clarifying Environments 27
Classroom Management 28
Training for Educational R&D 29

Learning Research and Development Center (continued)

Computer Applications 55
Computer-Assisted Instruction 56
Models of Concept Learning 98
Attentional Processes in Cognitive Development 99
Development of Complex Intellectual Behavior 100
Memory 101
Psycholinguistics 102
Stimulus Control 103
Science 112
Mathematics 113
Measurement and Evaluation 127
Early Learning 145
Follow Through 146
Perceptual Skills 147
Children's Learning Research 148
Reading and Language 157
Behavioral Analysis of Teaching 338

Mid-continent Regional Educational Laboratory

School Organization and Administration 30
Development of Inquiry Skills 104
Inner City Teacher Education 198

Northwest Regional Educational Laboratory

Preparing Education Training Consultants 31
Program REACT: Relevant Educational Applications of Computer Technology 57
Systems Technology 58
Improving Motor-Perceptual Skills 149
Reading and Language Development for Cross-Cultural Settings 158
Guam/Trust Territory of the Pacific Education Project 174
Rural Change Agents Training System 204
Self-Instructional Systems in Vocational Subjects for High School Youth 205
Self-Instructional Systems in Academic Subjects for High School Youth 206
Multimedia Instructional Systems for Elementary Schools 207
Vocational-Technical Education Project 274
Interpersonal Relations 310
Inquiry Development 339
Higher Level Thinking Abilities 340
Questioning Strategies 341
Interaction Analysis 342
Integrated Pupil-Teacher Interaction 343
Research Utilization in Problem Solving 344
Systematic and Objective Analysis of Instruction 345
Cross-Age Peer Help 346

Regional Education Laboratory for the Carolinas and Virginia

- Project on Data Management Systems Development Handbook 59
- Statistical Interface System Project 60
- AUTOCODER Information Retrieval Project 61
- Project on the 1130 Admissions Information System 62
- FORTRAN Information Retrieval Project 63
- University Admissions Information System (UAIS) Project 64
- Financial Aid Information System (FAIS) Project 65
- Project on GEMS-WICHE Data Base Tables and Manual 66
- Individualized Mathematics System 114
- Educational Improvement System 297
- Administrative and Organizational Systems 298
  - Project on Deriving Institutional Goal Statements 299
  - Role Definition Project on the Educational Development Officer and the Educational Development Team 300
  - Project to Develop an Institutional Research Handbook 301
  - Project on Training Package in Deriving Measurable Objectives 302
  - Project on Planning Guide and Management-by-Objectives Training Package 303

Research for Better Schools, Inc.

- Problem Solving Guide 32
- Change Manuals 33
- Change Continuum Theory 34
- Observations and Analysis of the Literature on Change 35
- Annotated Bibliography of the Literature on Change 36
- Cost-Effectiveness Manual 37
- Cost-Effectiveness Applications to Educational Technology 38
- Project Management Training Materials 39
- Annotated Bibliography and Evaluation of Comprehensive Planning 40
- Operational Field Involvement: Harrisburg 41
- Computer Assisted Instruction 67
- SEARCH: Social Encounter and Research Curriculum for Humanization 105
- Higher Order Cognitive Package 106
- Individually Prescribed Instruction: Reading 115
- Individually Prescribed Instruction: Spelling 116
- Individually Prescribed Instruction: Handwriting 117
- Individually Prescribed Instruction: Mathematics 118
- Teaching in IPI Mathematics 119
- Aiding IPI: A Manual for Aides in IPI Mathematics 120
- Individually Prescribed Instruction: Science 121
- Administrative Training Program Material 122
- Achievement Instructional Material 175-176
- Achievement Instructional Materials for Disadvantaged Population 177
- Adult Basic Education: Math and Reading 277
- Interpersonal Communication Skills Package 311

Research and Development Center for Teacher Education

- Personalized Teacher Education Program 347
  - Performance Accountability and Teacher Attitudes: Do They Affect Teaching Behavior and Student Achievement? 348
  - Hierarchical Grouping Study 349
  - An Assessment of the Effects of an Honors Program in Education 350
  - Language Arts Pilot Project 351
  - Module Development for Personalized Systematic Instruction 352
  - Mathematics Module Development 353
  - Assessment Instrument Development 354
  - University of Texas Model Operation 355
  - University of Alabama Model Operation 356
  - KANTEX Model Operation 357
- Personalized School Program 358
  - Behavioral Components of Effective Teaching 359
  - Personalized School Program Data Analyses 360
  - Zavala Elementary School Model Operation 361
  - Martin Junior High School Model Operation 362

Southeastern Education Laboratory

- Project Language 178
- Karnes Ameliorative Program 179
- Peabody Language Development Kit 180
- Wisconsin Design: Word Attack 181
- Wisconsin Design: Study Skills 182
- Rural Isolated Schools Program 208

Southwest Educational Development Laboratory

- Early Childhood Education Program 150-152
- Language Development and Reading Program 167
- Multicultural Social Education Program 186
- Mathematics Education Program 187

Southwestern Cooperative Educational Laboratory, Inc.

- Quality Assurance Specialist Program 128
- Behavioral Objectives Package 129
- Reinforced Readiness Requisites Program 159
- Oral Language Program 163
- Experience Centers Program 164
- Cultural Heritage Review Units 165
- English as a Second Language 166
- Indian Studies Program 183
- Related Programs for Mexican Americans 184
- Cross Cultural Communication Package 185
- MAPAR Learning Packages for Adults 278
- Empleen Ingles 279
- Teacher Aide Program 363

Stanford Center for Research and Development in Teaching

Organizational Change: A Political Theory of Educational Policy Formulation 42
The Teacher in the Authority Structure: The Teacher--Sense of Power and Colleague Interaction 43
The Teacher in the Authority Structure: The Teacher--Task Analysis and Authority System 44
Use of Small Groups in a Changing School 45
Student Motivation and Engagement in Dyadic Learning Situations 130
Teacher Training: Standard English as a Second Dialect 168
Effective Reinforcement for Achievement Behaviors in Disadvantaged Children 188
Small Group Interaction 189
Student Engagement in Low-Income Classroom Settings 190
Teacher Motivation, Commitment, and Engagement in Low-Income Classroom Settings 191
An Econometric Model of School Effectiveness 192
Stanford Urban/Rural School Development Institute 209
Educational Community Organization 312
Personal Competencies 313
Training Studies 364
Microteaching and Intern Data Bank
  Group Processes Protocol Material 365
  Crisis Resolution Curriculum 366
  Videotape Follow-up of Longitudinal Study of Certain Heuristic Teaching Variables 367
  Career Patterns Study of STEP Interns 368
Uncertainty Studies 369
Model Teacher Training System 370
Editing of Yearbook: Behavior Modification in Education 371
Training Instructional Teams for a Differentiated Approach to Learning 372
The Development of Protocol Materials on Teacher Behavior, and Teacher-Student Interaction in Classrooms 373

Upper Midwest Regional Educational Laboratory

Developing Behaviorally Engineered Educational Environments 46
English Inservice Project: Backgrounds in English 374
English Inservice Project: Dialects and Dialect Learning 375

Wisconsin Research and Development Center for Cognitive Learning

Individually Guided Education 47
The Multiunit Elementary School 48
Analysis of the Organization and Administrative Implications of Implementing Individually Guided Education in Elementary and Secondary Schools 49
Motivation and Individual Differences in Learning and Retention 50
Variables and Processes in Cognitive Learning 51
Design of a National Network for Dissemination, Installation, and Maintenance of Research and Development Center Projects 52

Wisconsin Research and Development Center for Cognitive Learning (continued)

- Elementary Science: Man and His Environment 107
- Individually Guided Mathematics
  - Analysis of Mathematics Instruction 123
  - Patterns in Arithmetic 124
- The Wisconsin Design for Reading Skill Development 160
- Basic Prereading Skills: Identification and Improvement 161
- Preparing Personnel for Differentiated Instructional Roles 376
- Role Theory Analysis of Peer-Teaching Techniques 377